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ABSTRACT

This curriculum guide provides materials for four units: work/family life-style choices, balancing work/family roles, work influences on family life, and family influences on work life. Three teaching methods are used consistently throughout the curriculum: role playing, case studies, and interviews. Each unit is composed of 5 to 10 lessons. There are 37 lessons. Representative topics are multiple roles of individuals, parenthood decisions, work and family conflicts, time management strategies, financial management skills, stress, personal management strategies, employer supports and benefits, work satisfaction, interpersonal relationships, household and child care responsibilities, and family satisfaction. The units and lessons are designed to be taught in the order presented. Components of each lesson include lesson number, topic, goal, objectives, content outline, list of needed resources, list of additional resources, introduction, activities, conclusion (questions, a short activity, and/or statement to summarize the lesson), transparency masters, handouts, and case studies. Appendix A includes a bank of test questions that are keyed to objectives. Appendix B is an annotated bibliography of resources for the teacher and students. (YLB)

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BALANCING WORK AND FAMILY

Iowa State University
College of Family & Consumer Sciences
Department of Family & Consumer Sciences Education
Ames, Iowa

in cooperation with the

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1988

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INTRODUCTION

Recent studies on the relationships between work life and family life have led to the realization that work and family life are social and economics systems that are inextricably tied to one another. Because vocational education is dedicated to preparing individuals for productive and satisfying work and home lives, helping individuals recognize the relationships between the quality of work life and family life is vital to this preparation.

Few curricular materials for secondary classrooms on the relationships between work and family life have used a research base to determine the appropriate concepts for inclusion in such a curriculum. According to Tyler, curriculum planners conduct studies of learners, social conditions, and subject matter and filter them through philosophical and psychological screens. This becomes a basis for formulating objectives and is viewed as a rationale for further curriculum development (Dohner, 1986).

The Balancing Work and Family curriculum analyzed research concerning social conditions, consulted and reviewed subject matter related to work and family life, and conducted an assessment of the beliefs of Iowa secondary vocational educators as a basis for determining which work and family concepts were indeed important enough to incorporate into a secondary curriculum guide. The results of a 50-item work and family questionnaire indicated that concepts such as work/family lifestyle choices, parenting roles and responsibilities, multiple roles of individuals, resource management skills, stress management, the impact of work demands on family life, the influence of family on career choices and work attitudes, work and home satisfaction, employer supports and benefits, adjusting expectations, redefining roles, and understanding work and family commitments were considered important enough for inclusion in the curriculum.

The Balancing Work and Family curriculum is a result of coordinated efforts to include concepts that are traditionally addressed in secondary vocational programs and to address these concepts within the context of work and family life. Special attention has been given to the ways in which each of these systems impacts the other. The ideas expressed in each lesson are designed to help students understand that work life and family life are not separate entities.

This approach requires the teacher to take time to plan activities, discuss events and life situations, and to evaluate results in the classroom. This endeavor will encourage teachers to help students prepare for their future as workers and family members by enabling them to recognize future lifestyle choices, develop management and relationship skills, and establish goals related to work and family life.

CURRICULUM ORGANIZATION: SUGGESTIONS FOR USE

The curriculum, Balancing Work and Family, is organized into four units:

1. Work/Family Lifestyle Choices,
2. Balancing Work/Family Roles,
3. Work Influences on Family Life, and
4. Family Influences on Work Life.

Effectively balancing work and family requires the use of numerous skills. These include time and financial management; maintaining health and wellness; communication, conflict resolution, and interpersonal relationship skills as well as basic math and writing skills. The math skills are used in lesson number 16 as students develop a family budget. The writing skills are used throughout the curriculum. For example, the students write a letter to their United States Congressman about current legislation related to work and family. Teachers will want to supplement the lessons by presenting additional concepts and activities as necessary.

Three teaching methods are used consistently throughout the curriculum. These are role playing, case studies, and interviews. These are situations that bring real life into the classroom and stimulate discussion.

During role playing, students are asked to assume a role, e.g. parent, child, or employee. The situations are provided and the students become the players. The situations are not ones in which an answer is produced and may prompt further discussion at school, at home, or in other places. The students make decisions in solving problems given specific situations and current knowledge.

Case studies present a person or persons in a specific situation. Students read the case studies and identify important ideas in light of the concepts presented in the lesson. Conclusions and possible solutions are then determined.

Interviews are used to obtain differing opinions. Various people are asked their views by the students. Interviews serve as a preface to the concepts being dicussed in the lesson. The students will have opportunities to interact with their parents, employers, and other individuals who are balancing work and family life. Teachers also may wish to involve parents, employers, and other community members in the program planning process.

Audiovisual materials have been included throughout the curriculum. These are available from various sources, some may be purchased and others rented. Teachers will want to preview the materials prior to use in the classroom as some are recent releases.

Other media which may be used and offer further variety to the activities are television shows and comic strips from the newspapers. The teacher may want to tape a section of a situation-comedy from television that illustrates balancing work and family life. It is suggested that portions of a show or shows be viewed that address the concepts of a lesson. See lesson number 3 for suggested television shows. Comic strips can provide amusing and current illustrations of the challenges faced by families in balancing work and family life. Many comic strips periodically address the concepts included in this curriculum. These are "Doonesbury,""Cathy,""Hi and Lois,""Sally Forth," and "For Better or for Worse."

The units and lessons are designed to be taught in the order presented. Preliminary skills and knowledge are presented in the first unit and then are built upon in later units. For example in unit 1, students write goals for the next 1, 5, and 10 years. These goals are used again in units 2 and 4.

The lessons are color coded. Teacher materials are printed on blue paper and student materials and transparencies are camera-ready and printed on white paper.

Each lesson is formatted to provide the teacher with everything she/he will need to know or obtain to teach the lesson. The lesson components are:

1. Lesson number -- Each lesson is numbered separately and consecutively from 1 to 37.

2. Topic -- The major concept(s) to be addressed in each lesson are included as the topic(s).

3. Goal -- The goals are broad statements of purpose written in behavioral terms. More than one lesson may have the same goal.

4. Objectives -- The behavioral objectives specify expectations for the students and are specific to each lesson.

5. Content -- The content section consists of factual statements that provide the teacher with basic information to be addressed in the lesson.

6. Resources -- All materials necessary to teach the activities are listed in the resource section. Examples include overhead projector, copies of student materials, index cards, audiovisual materials, and transparencies. The transparencies are numbered by lesson number and transparency number. For example, 21.1 is the first transparency for lesson number 21.

7. Additional Resources -- These are current audiovisual materials, textbooks, or other written materials for the teacher and students. The content is similar to that being taught and these resources are meant to supplement the recommended activities.

8. Introduction -- A short paragraph is written to introduce the lesson. The sentences are enclosed in quotes. They serve as a guideline as to what the teacher might say in introducing the lesson.

9. Activities -- A variety of activities have been identified. The students will work independently and in small and large groups. The activities state specific actions for the teacher and students. Sentences enclosed in quotes should serve as guidelines for teacher questions and explanations. It is recommended that the activities be taught in the order presented.

10. Conclusion -- Each lesson is concluded with questions, a short activity, and/or a statement that is meant to summarize the lesson and help the students identify the lesson's major concepts.

A bank of test questions is included in Appendix A. These are keyed to objectives so teachers may build their own test. It is recommended that a short test be given after each unit.

Many of the activities in the lessons are suitable for use as evaluation activities. These provide steps to follow or questions to be answered. They also furnish the teacher with criteria to use in evaluating the activity.

An annotated bibliography of resources for the teacher and student is provided in Appendix B. These resources are highly recommended for purchase. Books, textbooks, reports, and pamphlets from United States government offices are included in the bibliography. Planning ahead will facilitate having the materials available when needed.

UNIT 1 GOALS

Unit 1: Work/Family Lifestyle Choices

1. **Examine current trends related to work life and family life.**

2. **Understand the effects of current trends related to work and family life on lifestyle choices.**

3. **Comprehend the multiple roles involving work and family life individuals will assume during their lifetime.**

4. **Examine work and family responsibilities at various stages of the life cycle.**

5. **Recognize that lifestyle choices generally include combining work and family roles.**

6. **Analyze decisions concerning parenthood and their influence on the work/family lifestyle.**

7. **Develop long-term personal goals related to work and family life.**

Unit 1: Work/Family Lifestyle Choices

Lesson Number 1

Topic: Work and Family Trends in the United States

Goal: Examine current trends related to family life and work life.

Objectives:

1. Comprehend changes in labor force participation and demands.
2. Understand changing characteristics of the family.

Content:

1. Women's high level of participation in work force will continue.
2. Job trends in the United States show a steady shift to the service sector.
3. By the year 2000, a large proportion of the population will be over 65 years of age.
4. People are beginning to recognize that work life and family life impact one another.
5. Employment and family activities may share the same space.

Resources:

1. "Myth or Fact Game" with 15 statements
2. Transparency 1.1
3. Question sheet related to transparency
4. Copy of Engelbrecht, J. and Nies, J. (1988). Work and family interactions: Trends and applications. Journal of Home Economics, 80(1), 23-28.
5. Chalkboard and chalk
6. Transparency marker
7. Overhead projector
8. Bowl in which to place game statements

Additional Resources:

Teacher:

Bureau of National Affairs, Inc. (1986). Work and family: A changing dynamic. A BNA Special Report. Washington, DC: author. pp. 13-23. Topic: Changes in labor force and families.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 126-138. Topic: Living in families today.

Activities:

Introduction:

"Work and family life in America is changing rapidly. No longer are the worlds of work and family separate. We are gradually beginning to realize that work life and family life mutually impact one another. How aware are you of some of these changes?"

1. Divide class into 2 groups. Announce that they will be playing a game called "Myth or Fact". Teams will score points by answering the statement correctly (true or false). The team with the most points is declared "Realists for Tomorrow."

2. Have a student from the team draw a question from the bowl and read aloud twice. The team then has 30 seconds to answer. They may choose not to answer and challenge the other team. If they answer correctly they receive one point. If they answer incorrectly they lose one point. If they choose not to answer and challenge the other team they get no points. If the other team answers correctly they receive two points.

3. When the game is over bring the class back together and ask the question, "What do all of these statistics and trends mean to your future? Let's look at some of these trends and see where we are heading."

4. Using Transparency 1.1, Trends, ask the questions related to each statement. The teacher may use the journal article as a source for answers. Write responses on the transparency.

Conclusion:

"In the future, people will have to cope with many complexities related to work and family life. To be prepared for this future, it is important to become aware of some of the ways our society is changing related to work and family life."

MYTH OR FACT GAME

1. The percentage of mothers with children under age 6 who are employed outside the home has increased over 70% in the last decade.

2. One out of every five children lives in a single parent family.

3. Families with fathers who work and mothers who stay home with children is the most dominant type of family in America.

4. Most companies in the US offer benefits like parental leave for their employees.

5. Families with two or more earners constitute 20% of all families.

6. Child care expenses account for the 4th largest part of the budget for most families with children under 6.

7. Nearly one out of three marriages ends in divorce.

8. Research shows that events that occur at home most often do not effect work performance.

9. Studies have shown that work rarely interferes with family responsibilities.

10. The Family and Medical Leave Act will allow both mothers and fathers time off with a new baby or a sick family member.

11. By the year 2000, our population is expected to be made up of more people over 75 than any other age group.

12. The occupations that will have the most growth of jobs thru 1995 will be in heavy industry.

13. Businesses operating out of the home have increased more than three times since 1977.

14. The average woman in 1980 could expect to spend more than 27 years in the work force.

15. In 1984, the median yearly income of families headed by persons 25 to 64 years of age is over $40,000.

ANSWER KEY TO MYTH OR FACT GAME

1. TRUE (BNA Report, 1986)

2. TRUE (BNA Report, 1986)

3. FALSE-Single-parent families headed by women constitute 20% of families with children and dual-earner families with infant children constitute one-half of two-parent families. Traditional families constitute less than 10% of all families. (BNA Report, 1986)

4. FALSE-Few companies offer more than medical insurance to employees but more employers are offering family-type benefits than ever before. (BNA Report, 1986)

5. FALSE-More than one-half of families have two or more earners. (BNA Report, 1986)

6. TRUE (BNA Report, 1986)

7. TRUE (Journal of Home Economics, Spring, 1988)

8. FALSE-Research supports the idea that events at home such as divorce, death, and increased expenses often do affect work performance negatively or positively.

9. FALSE-Research supports the idea that the demands of work such as work hours, schedules, and overtime often interfere with family responsibilities.

10. TRUE (The Family and Medical Leave Act, HR 925, S.249)

11. TRUE (Journal of Home Economics, Spring, 1988)

12. FALSE-The occupations that will show the most growth are the service sector. The demand will be in areas such as cashiers, nurses, janitors and cleaners, truck drivers, retail sales, accountants, kindergarten and elementary teachers. (Journal of Home Economics, Spring, 1988)

13. TRUE (Journal of Home Economics, Spring, 1988)

14. TRUE (Journal of Home Economics, Spring, 1988)

15. FALSE-The median yearly income of families headed by persons 25 to 64 years of age was under $25,000. (BNA Report, 1986)

TRENDS

Women's high level of participation in the labor force will continue.

Occupations with the largest projected growth will be in the service sector.

People will recognize that work and family life mutually impact one another.

By the year 2000, a large proportion of the population will be over 65.

Employment and family activities may share the same space.

QUESTIONS RELATED TO TRANSPARENCY 1.1

How does the increase in women's employment change the outlook for your future?

Realistically where do you think the jobs will be if the service sector is increasing?

What kinds of benefits will you push for to accommodate work and family life?

Will it seem unusual to the next generation to have two parents working or to have been in a day care situation?

If people are living longer and there are more elderly, where will they live?

What would be some of the advantages of working at home? The disadvantages?

Unit 1: Work/Family Lifestyle Choices

Lesson Number 2

Topic: Current Work/Family Lifestyles

Goal: Examine current trends related to work and family life.

Objective:

Examine current work and family situations.

Content:

1. Many work and family situations exist today.
2. Single-parent and dual-earner families are increasing rapidly.

Resources:

1. Film: Cornell University. (1984). Family Matters (Video). 29 minutes. Rental Cost: $18.80 from Iowa State University Film/Video Library, 112 Pearson, Iowa State University, Ames, IA 50011, (515)294-1540. Catalog number: S58158F. Purchase price: $335.00 from Audio-Visual Resource Center, 8 Research Park, Cornell University, Ithaca, NY 14850. Description: A documentary about two American families in which workplaces, neighborhoods, schools, and social networks are examined. External supports and stressors placed on families are illustrated.
2. Copies of questions included in film package (one per student)

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 320-326.
Topic: Social trends to 1990 and beyond.

Activities:

Introduction:

"Today we are going to see a film that depicts many of the trends in our work and family life. As you watch this film, note some of these trends or changes and pay attention to the family type, work schedules, types of support, and values of each family."

1. Show film (29 minutes).

2. When the film is over, ask for reactions to the situations depicted in the film. Ask, "Were you able to find some of the trends we have talked about?" (Ex. single parent working, both parents working, child care expenses, family life impacting work life, work life impacting family life).

3. Divide the class in groups of 2-3 and give each group two questions from the film. They will have 5 minutes to discuss the questions and jointly answer each question.

4. Have each group share their questions and answers with the entire class.

Conclusion:

"How realistic do you think are some of these changes? What will work and family life be like in the future? We can become aware of some of the trends by examining current work and family situations to help prepare for the future."

Unit 1: Work/Family Lifestyle Choices

Lesson Number 3

Topic: Work and Family Trends in the United States

Goal: Understand the effects of current trends related to work and family life on lifestyle choices.

Objectives:

1. Define lifestyle and family.
2. Understand how work and family trends influence future lifestyle choices.

Content:

1. Changes in families and the workforce have an impact on lifestyle choices.
2. The lifestyle one grows up in may be different than the one he/she is likely to live in as an adult.

Resources:

1. Transparencies 3.1 and 3.2
2. Transparency masters for each group of 5-6 students
3. Transparency markers (one per group)
4. Chalkboard and chalk
5. Overhead projector

Additional Resources:

Teacher:

Cullen, M. T. (1987). ILR Report. New York State School of Industrial and Labor Relations. Ithaca, NY: Cayuga Press. pp. 5-9. Topic: Working parents.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 126-138. Topic: Defining family, functions of families, and various family patterns.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 55-69. Topics: Understanding different life styles.

Activities:

Introduction:

"In this lesson we are going to take a look at some of the ways current trends are influencing lifestyle choices and creating a dynamic force in our home life and at the workplace. Trends such as the increase of women in the labor force will influence your future lifestyle choices."

1. Write the word "lifestyle" on the board. Ask students for a definition and put responses on the board. Then compare with the definition on Transparency 3.1. See examples provided under the definition. Ask for other examples from students.

2. Write the word "family" on the board. Follow the same procedure as with "lifestyle". See Transparency 3.2.

3. Discuss current TV shows such as "The Cosby Show", "Kate and Allie", "Family Ties", "Growing Pains", "Moonlighting", "Who's the Boss", etc. Ask students to identify the cast of characters, family type, where they live, and where they work. Also, ask students to reflect back on reruns of shows like "The Dick Van Dyke Show", "Leave it to Beaver", "The Waltons". Discuss how TV shows have changed to reflect changes in the family.

   Divide students into groups of 5-6. Assign each group a family type. Ask each group to create a family style TV show for the year 2000. Each group will write their scenario on a transparency master for sharing with the class. Have them describe the following:

   a. title for the show
   b. the cast of characters
   c. where they live
   d. where they work (or attend school)

4. Ask each group to share their TV scenario by putting their transparency on the projector. Discuss the TV scenarios created by asking, "Do you think these accurately reflect characteristics of families in the future? What are some of the ways families and work will be the same? What are some of the ways families and work might be different? What are some of the ways your lifestyle may be different than your parents' lifestyle?"

Conclusion:

"Today we have looked at some of the ways family life is changing to reflect current demographic trends in the workforce. The lifestyle you are growing up in may be different than the ones your parents grew up in and different from the lifestyle you may choose as an adult. Changes in the family and in the workforce will have an impact on your future lifestyle."

LIFESTYLE

LIFESTYLE — **the typical way of life of an individual, group, or culture; a way of life that reflects the attitudes and values of a person.**

- Webster's Dictionary 9th Ed.

Examples: **single person, married person with no children, communal living, dual-earner marriage, traditional marriage, etc.**

Transparency 3.1

FAMILY

FAMILY — a unit of two or more persons who share values and have a commitment to one another over time.

- The American Home Economics Association

Examples: married couple, parents and children, grandparents and children, two brothers, two friends, etc.

Transparency 3.2

Unit 1: Work/Family Lifestyle Choices

Lesson Number 4

Topic: Multiple Roles of Individuals

Goal: Comprehend the multiple roles involving work and family individuals will assume during their lifetime.

Objectives:

1. Define role.
2. Understand the variety of roles involving work and family individuals will assume throughout their lifetime.
3. Recognize that individuals assume more than one role at any point in time.

Content:

1. Individuals will have many roles in their lifetime.
2. Individuals assume more than one role at any point in their life.
3. Individuals assume different roles at different times of their life.
4. Some roles are associated with work life, some with personal/family life, and some with both.

Resources:

1. Transparency 4.1
2. Two or three family magazines such as Family Circle, Ladies Home Journal, Parents, and Life with pictures of individuals from advertisements, etc.
3. Copies of "My Roles throughout the Lifecycle" (one per student)
4. Copies of "Work/Family Responsibilities Interview" homework assignment (one per student)
5. Transparency marker
6. Chalkboard and chalk
7. Overhead projector
8. Copies of "Career and Family Life Cycle" (one per student)

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 248-258. Topic: Changing male-female work roles.

Campbell, R. and Thompson, M. (1987). Working today and tomorrow. St. Paul, MN: EMC. pp. 60-65. Topic: Decision-making roles.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 49-55. Topics: Understanding the lifecycle.

Activities:

Introduction:

"We have been discussing lifestyle choices and how current trends influence lifestyle choices. In any lifestyle, individuals are expected to carry out certain roles. Most people perform many roles at the same time in their life. Some roles occur at different times in life. First let us define role."

1. Show Transparency 4.1 with definition of "role". Ask students to identify roles that they are currently playing. Write responses on the board. Then ask the questions, "In your role as a student, what behaviors are expected from you? Are these behaviors different from your role as a family member? As a friend? You can see that you play more than one role at a time, and that you will continue to assume multiple roles throughout your life."

2. Begin discussion with questions such as, "Will you be a student throughout your life? Will you be a friend throughout your life? What roles will you have in the future that you do not have now?"

3. Give each student a copy of "Career and Family Life Cycle" and discuss each life cycle stage. Ask, "What are the similarities?" "What are the differences?"

4. Begin explanation of the "Career and Family Life Cycle" chart by saying, "The career and family life cycle consists of several roles and stages, each of which is characterized by specific responsibilities. Certain stages of the life cycle may carry particularly heavy home and child care roles and others may demand stronger commitment to work and career roles. Look at the chart and notice that an individual has the role of a child until his/her parents die. The role of student typically begins at age 5 and continues to age 22. Individuals may return to the role of student periodically throughout life. The role of worker may take many forms. An individual begins the role at age 22 and continues until retirement. An individual may delay entry into the workforce until later in life or may interrupt work at various times throughout life to accommodate other roles. An individual assumes the role of spouse at marriage. This role continues until death or separation from their partner. The role of parent begins at the birth and/or adoption of a child and continues until death.

5. Show magazine pictures of different people and ask students to guess what roles they are playing. Include a variety of ages in the pictures selected (teens, adult men and women, elderly, children, etc.). Put any responses on the board. Responses to look for include spouse, parent, child, family member, employee, employer, friend, citizen, student, grandparent, consumer, neighbor, religious group member, club/organization member, volunteer.

6. Handout worksheet entitled "My Roles throughout the Lifecycle". Ask students to project into the future and look at the time line on the worksheet. Then look at the roles listed on the board. Students are to select any or all of the roles shown (or others) to complete on their own lifecycle time line. Allow the students time to work on this in class. It will be discussed during lesson number 5.

Conclusion:

"Lifestyle choices today and in the future involve multiple roles associated with work and personal/family life. You will assume a variety of roles throughout your life."

Homework assignment:

Hand out the assignment to interview a person in the community concerning their work and family responsibilities. The teacher may decide to assign 3-5 students per type of person such as:

A retired person who is married
A single parent (mother or father)
A parent in a dual-career or dual-earner family with preschool children
A parent in a dual-career or dual-earner family with school age children
A young single professional
A remarried adult with children
A married person with no children

Each student will use the same interview questions for each person. The teacher may need to provide examples such as the responsibility to arrive at work on time, prepare meals each night, spend private time with spouse, or spend time alone.

ROLE

ROLE — **a set of behaviors which are encouraged and expected of an individual in a given social position at a given time.**

- Webster's Dictionary 9th Ed.

Transparency 4.1

20

MY ROLES THROUGHOUT THE LIFECYCLE

18	25	35	45	55	65	75+

WORK/FAMILY RESPONSIBILITIES INTERVIEW

Name _____

Type of person interviewed _____

1. What is your age and sex?

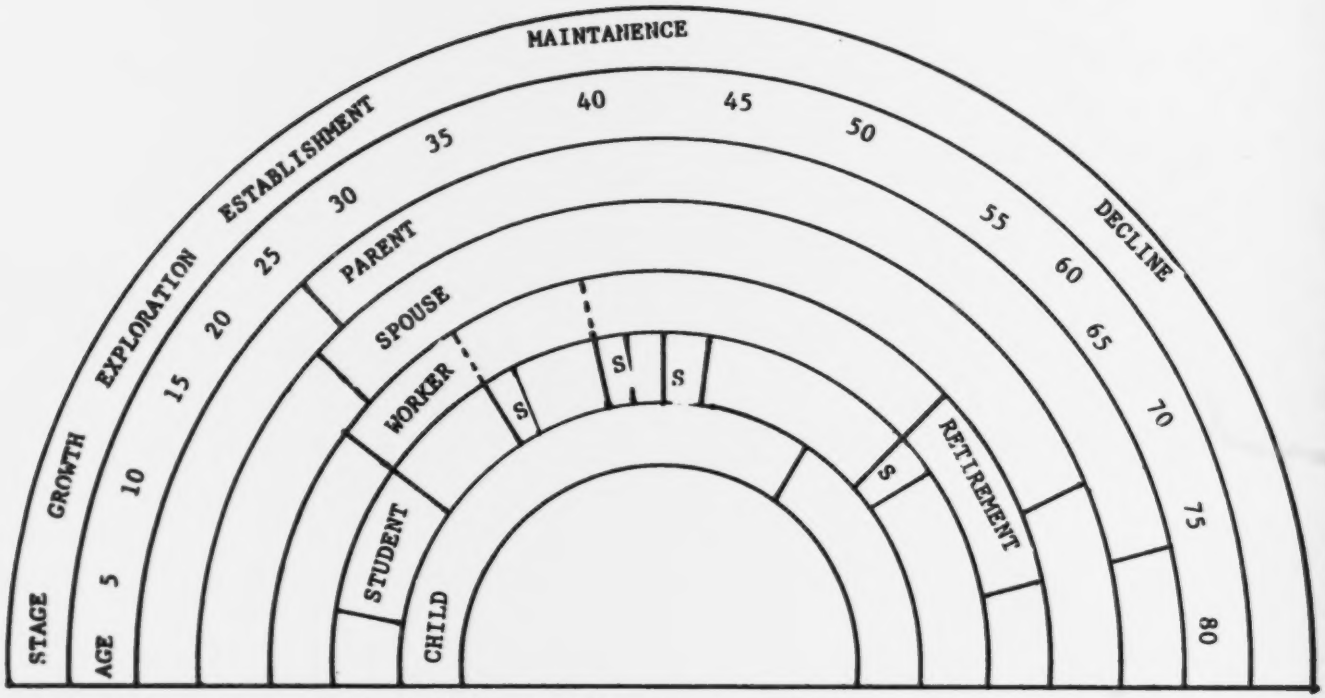
2. Describe what you do in a typical day.

3. Which responsibilities are work related and which are personal or family related?

4. Do you often have time in the day just for yourself?

5. How many others count on you each day? Who are they and what do they count on you for?

CAREER AND FAMILY LIFE CYCLE



Adapted from Super, D. E. (1980). A life-span approach to career development. Journal of Vocational Behavior, 16, 282-296.

Unit 1: Work/Family Lifestyle Choices

Lesson Number 5

Topic: Work/Family Responsibilities throughout the Life Cycle

Goal: Examine work and family responsibilities at various stages of the life cycle.

Objective:

Understand how work and family responsibilities change at different stages of the life cycle.

Content:

1. The relative balance of work/family responsibilities varies with different stages of the life cycle.
2. People have responsibilities to work life and to personal/family life throughout the life cycle.

Resources:

1. "Work/Family Responsibilities Interview" homework assignment from previous lesson
2. Chalkboard and chalk
3. Worksheet, "My Roles throughout the Lifecycle" (from lesson number 4)

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 248-258. Topic: Life-span changes and integrated roles.

Activities:

Introduction:

"Today we are going to discuss some of your role choices from your lifecycle worksheet and share the results of your interviews with people in the community concerning their work and family responsibilities. It should be interesting to see the changes in the balance of these responsibilities at different stages of the life cycle."

1. Using worksheet, "My Roles throughout the Lifecycle," ask for some of the student's role choices for age 25. Write them on the board. Then ask, "Which of these roles are typically associated with work? Which are typically associated with personal/family life? Are there roles that can be associated with both work and personal/family life?" Assist students in recognizing that roles such as friend, worker, volunteer, and club/organization member may be associated with roles at work and at home. Also, try to help students understand the idea that while they are assuming the role of an employee, they are still a parent or spouse or family member.

2. Ask students to share their role choices for age 65. Help them to understand that there may be some roles that they no longer play or some new roles that they did not formerly have. Conclude for the students, "We have decided that a variety of roles will be assumed during your lifecycle. Some of these roles will overlap and some will begin and end throughout your life." Have students save the worksheet to use in lesson number 8.

3. Divide class into groups according to the type of person they interviewed. Ask them to share the results of their interviews and to identify 5 common or similar responsibilities for the people they interviewed. For example, the students who interviewed a retired person may find that all of the retired people had responsibilities to some type of volunteer work, or their spouse, or friends, etc. The dual-career person may have responsibilities to be at work early each morning, prepare meals each night, spend private time with spouse, etc.

4. Each group will identify their 5 common responsibilities and the teacher will create columns on the board for each type of person and their responsibilities.

5. Discuss each stage of the life cycle and its various responsibilities related to work and family life by asking questions like, "How are some of these responsibilities to self, family, and work similar throughout the life cycle? How are some responsibilities different throughout the life cycle? Does age have any influence on these responsibilities? Does the balance of work-related responsibilities and family-related responsibilities change during particular stages of the life cycle?"

Conclusion:

"Responsibilities throughout your life cycle involve commitment and trust that you will fulfill a particular role. Sometimes these responsibilities are to yourself, sometimes to family, and sometimes to work. The balance of these responsibilities to self, family, and work changes at different stages of the life cycle."

Unit 1: Work/Family Lifestyle Choices

Lesson Number 6

Topic: Choosing a Work/Family Lifestyle

Goal: Recognize that lifestyle choices generally include combining work and family roles.

Objectives:

1. Examine decisions that affect lifestyle choices.
2. Understand that lifestyle choices generally include work and personal/family roles.

Content:

1. Lifestyle choices are influenced by the roles an individual assumes.
2. Lifestyles today generally include both work and family roles.

Resources:

1. Copies of Case Studies 1, 2, and 3 (one per student)
2. Transparencies 6.1, 6.2, and 6.3
3. Transparency marker
4. Overhead projector

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 248-258. Topic: History of work roles.

Wells, J. G. (1984). Choices in marriage and family. Jackson, MS: Piedmont Press. pp. 3-26. Topic: Modern adult lifestyles.

Campbell, R. and Thompson, M. (1987). Working today and tomorrow. St. Paul, MN: EMC. pp. 4-19. Topic: Workers on the move and preparing for change.

Activities:

Introduction:

"Last time we looked at the multiple work and family roles that an individual may assume during their life. We are beginning to see that choosing a work and family lifestyle will affect the roles we assume at work and at home. Planning and making decisions regarding your lifestyle involve choices you can make."

1. Pass out copies of Case Study 1 and read it aloud.

2. Then refer to questions relating to the case study on Transparency 6.1. As students respond with possible decisions regarding the story, add them to the transparency to show the many choices one can make.

3. Follow the same procedure with all of the case studies. Help students understand that there are choices to be made concerning a lifestyle and that the decisions made will influence that lifestyle. Personal/family roles and work related roles are usually a part of one's lifestyle choices.

4. When the discussion concerning each study is finished, compare and contrast the three lifestyles represented by the case studies:

   -dual career couple with no children
   -single person
   -single parent

   Ask the questions, "What are some of the decisions involved in choosing a lifestyle? (Ex. how to achieve a balance in personal and work life) How do these decisions influence the roles you will assume? (If Shawn and Christy had not married, would their roles be different?) What type of balance between work and personal/family life do you think you want in your life?"

Conclusion:

"There are many decisions in choosing a lifestyle related to both work and personal/family life. Some of the roles you play will influence your lifestyle. The interrelationships between your work roles and personal/family roles combine to produce your lifestyle choice."

CASE STUDY 1-TWO CAREERS

Shawn and Christy are both 21 years old and recently married. Both graduated from college and have just begun careers in broadcast journalism. Each career has the potential for a lot of travel. They have talked about buying a new car and having a baby. However, neither has had the time to actively look for a car. Christy has also decided that becoming pregnant now would change her ability to travel on her job and thus jeopardize her chances for good assignments. Shawn and Christy have decided to set some goals regarding their desires for a car and a baby.

TWO CAREERS

1. What is the lifestyle choice for Shawn and Christy?

2. What roles are included in this choice?

3. What are the advantages of planning their lifestyle to achieve their goals?

4. What are some possible conflicts in achieving their goals?

Transparency 6.1

CASE STUDY 2-CAREER PLANS

Lauren is a 17-year old high school senior with plans to attend a 2- year technical training program after graduation. A great deal of her time will be spent learning and working hard to achieve her goal. She has been involved with Mark, a local junior college student. Lauren has told her best friend that she may break up with Mark because she will not have time for the relationship while completing her training. However, she cares very much for Mark and knows he feels the same way about her.

CAREER PLANS

1. What are some of the choices that Lauren has?

2. Which decisions are based on the work aspect of Lauren's lifestyle?

3. Which decisions are based on the personal/family aspects of her lifestyle?

4. How can Lauren achieve more of a balance in her lifestyle?

CASE STUDY 3-CHOICES

Melissa is an 18-year old single mother with a 2-year old son, David. She finished high school but has no skills to help her find a good enough job to support David on her own. She is currently living with her elderly grandmother, who has a small fixed income that barely supports the three of them. Melissa has been bringing home some money by babysitting two other children. Melissa would like to go to court reporting school but would need to find day care for David. Her grandmother has offered to take care of David part time but her health would prevent her from keeping the toddler full-time.

CHOICES

1. What are some of Melissa's choices regarding school?

2. What are some of Melissa's choices regarding the care of her son?

3. What are some of the advantages in Melissa's situation?

4. What are some of the disadvantages in Melissa's situation?

Unit 1: Work/Family Lifestyle Choices

Lesson Number 7

Topic: Parenthood Decisions

Goal: Analyze decisions concerning parenthood and their influence on the work/family lifestyle.

Objectives:

1. Explain how work and family life is influenced by the decision to parent.
2. Identify work/career decisions that support parenting.
3. Identify work/career decisions that do not support parenting.

Content:

1. Work/family lifestyles are influenced by the decision to parent.
2. Many types of work/career goals are supportive of parenting.
3. Some types of work/career goals are not supportive of parenting.
4. Work/career decisions that coordinate with parenting decisions (e.g. spacing of children, number of children, or whether to have children) facilitate balancing work and family roles.

Resources:

1. Copy of "Job Titles" to cut out
2. Bowl in which to place job titles
3. Chalkboard and chalk

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 188-196. Topic: Parenthood decisions.

Strong, B., Devault, C., Suid, M., & Reynolds, R. (1983). The marriage and family experience. St. Paul, MN: West. pp. 197-203. Topic: Childfree marriages and deferred parenthood.

Wells, J. G. (1984). Choices in marriage and family. Jackson, MS: Piedmont Press. pp. 210-215. Topic: Decisions about parenthood.

Activities:

Introduction:

"How do you think the role of parenting will fit into your lifestyle choice? Planning your career and work life is something you may have given much attention to, but have you considered planning your decision regarding parenthood in a way that supports your career plans?"

1. Put job titles in bowl and have each student select one. Teacher may decide how to match up pairs, either by having students select a partner first or by choosing a job and having the next student choose and become the partner of the first one. Each group of two students will become a couple. The job titles they have chosen are the ones they will work with in analyzing how jobs or careers are supportive or not supportive of parenting.

2. Once all students are paired (if there is an uneven number the teacher may decide to let three students remain single and make the same choices), they will work together and decide whether or not to have children. Make sure that some pairs decide for and some pairs decide against having children.

3. Divide the class into two sides-the side deciding to have children (the YES side) and the side deciding not to have children (the NO side). The YES side couples will work on decisions regarding how many children they plan to have, when, and why they decided to have children. The students need to consider the influence of work schedules, community involvement, spouse's career, day care availability, family support systems, etc. have on their decision to become parents. The NO side couples will work on identifying the reasons they decided not to become parents. They need to consider the influence work schedules, community involvement, spouse's career, family support systems, etc. had on their decision to remain childless.

4. After sufficient time has been given, the YES side will share with the class their professions, number of children, spacing of them, and one or two reasons why they decided to have children. Create a list of reasons on the board why to have children. Then the NO side will share their reasons for not having children. Write their reasons on the board as well.

5. Help students to see that decisions related to parenting are influenced by one's work/career choices and that planning can help balance work and family responsibilities. Ask students, "Which career decisions facilitate becoming a parent? Which impede parenting? Why? How might decisions be made to facilitate the parenting role?"

Conclusion:

"One of the most important lifestyle choices you will ever make is whether or not to become a parent. There are no right or wrong answers, only choices. The decision to parent is affected a great deal by your professional/career/work goals. Some of these goals blend well with parenting and some do not. That is not to say that people who choose some types of careers should not have children. Rather, it says that planning children as a part of a lifestyle requires knowledge and careful thought."

LIST OF JOB TITLES

AIRLINE PILOT

AMBASSADOR TO FOREIGN COUNTRY

PLUMBER

CONSTRUCTION WORKER

ACTOR/ACTRESS

OFFICE ASSISTANT

NURSE

AUTO WORKER

PROFESSIONAL ATHLETE

GROCERY CHECKER

NOVEL WRITER

TV NEWSCASTER

FARMER/RANCHER

INTERSTATE TRUCK DRIVER

HOMEMAKER

MAGAZINE PHOTOGRAPHER

MEDICAL TECHNICIAN

FARM EQUIPMENT SALES REPRESENTATIVE

HIGH SCHOOL TEACHER

MINISTER

SMALL BUSINESS OWNER

DENTIST

FOOD PROCESSING WORKER

HOME-BASED DAY CARE OWNER

BED AND BREAKFAST OWNER

WAITRESS/WAITER

COMPUTER ANALYST

U. S. SENATOR

RESTAURANT CHEF

COMMERCIAL ARTIST

NEWSPAPER REPORTER

CARPENTER

NUCLEAR SCIENTIST

MINER

POLICE OFFICER

Unit 1: Work/Family Lifestyle Choices

Lesson Number 8

Topic: Long-Term Work and Family Goals

Goal: Develop long term personal goals related to work and family life.

Objectives:

1. Examine personal attitudes and values regarding work and family.
2. Organize attitudes and values into personal goals.

Content:

1. Attitudes and values shape personal/family and work goals.
2. Planning can help goals become reality.
3. It is helpful to re-evaluate goals periodically and change them if necessary.

Resources:

1. Copies of "What Do You Think?" (one per student)
2. Chalkboard and chalk
3. Copies of "My Roles throughout the Lifecycle" (from lesson number 4)
4. Copies of "My Personal Work/Family Goals" (one per student)
5. Copies of "Guidelines for Setting Goals" (one per Student)

Activities:

1. Write these phrases on the board:

   CHEVY BLAZER COLORADO SKI TRIP NEW WARDROBE

2. Tell students to pretend they have just won a sweepstakes and may choose from these three prizes. Ask for a show of hands for each choice and write the number for each choice next to the phrase. Help students see that choices reflect differences in personal attitudes and values. None of the choices is right or wrong, just different.

3. Then write the following on the board:

   FAMOUS LOVED POWERFUL

   Tell students to pretend that they could only achieve one of these in their life. Ask for a show of hands for each choice and write the number on the board as above. Again comment on the fact that the choices reflect different attitudes and values.

Introduction:

"As you can see attitudes and values are unique to each person. These are beliefs that guide the lifestyle choices you will make. Some may change or become less important and some may become stronger as you get older. It is important to examine your attitudes and values and be aware of how they influence your lifestyle choices and goals."

4. Pass out copies of "What Do You Think?" and ask students to give each statement some thought and then answer as best they can.

5. Allow sufficient time to complete the worksheet. Divide students into groups of 3 or 4. Then create small group discussion by asking students to share some of their answers within their groups.

6. Ask for comments from the class as a whole on statement numbers 1, 5, 7, 14, 17, and 18. As students create discussion on their answers, ask "Why do you think you believe the way you do? Would it be easier for everyone to believe the same? Should we respect everyone's right to believe differently than we do? Why or why not?"

Homework assignment:

Pass out copies of "My Personal Work/Family Goals" and "Guidelines for Setting Goals" as a homework assignment. Students should consider their attitudes and values when completing this assignment. The students should use their copy of "My Roles throughout the Lifecycle" as a guide and use "Guidelines for Setting Goals" to help them learn how to establish goals. The teacher should review worksheets and personal goals to see if they are consistent with statements from the attitudes and values worksheet.

WHAT DO YOU THINK?

Examine your attitudes and values toward work and family issues in your lifestyle. Your feelings will shape your lifestyle and affect your future. Complete this exercise by placing a check in the blank of your agreement with each statement.

	ALWAYS AGREE	SOMETIMES AGREE	NEVER AGREE	NOT SURE
1. Everyone should have a career outside the home.	_____	_____	_____	_____
2. Work is the most important part of life.	_____	_____	_____	_____
3. Men's careers are more important than women's careers.	_____	_____	_____	_____
4. A women should give up her career when her child is born.	_____	_____	_____	_____
5. All couples should have children.	_____	_____	_____	_____
6. Fathers should contribute as much to parenting as mothers.	_____	_____	_____	_____
7. Husband and wife should share household chores if both are employed.	_____	_____	_____	_____
8. Mothers and fathers should take turns staying home with a sick child.	_____	_____	_____	_____
9. Women with careers that involve travel should not have children.	_____	_____	_____	_____
10. School age children should help with family household responsibilities.	_____	_____	_____	_____
11. Elementary school children should not be left at home alone after school.	_____	_____	_____	_____
12. Fathers can take care of infants as well as mothers.	_____	_____	_____	_____
13. Career promotions should be more important than family planning.	_____	_____	_____	_____

	ALWAYS AGREE	SOMETIMES AGREE	NEVER AGREE	NOT SURE
14. Men and women have different and separate roles in the home.	_____	_____	_____	_____
15. Men and women have different and separate roles in the workplace.	_____	_____	_____	_____
16. It is OK for a husband to stay home with children while the wife is employed.	_____	_____	_____	_____
17. A homemaker's job is not very important.	_____	_____	_____	_____
18. Companies should offer benefits that help parents balance work and family roles.	_____	_____	_____	_____
19. It is more important to be right than to get along with others.	_____	_____	_____	_____
20. One should only do good work if they will get noticed.	_____	_____	_____	_____

MY PERSONAL WORK/FAMILY GOALS

Directions:

Using "What Do You Think" and "My Roles throughout the Lifecycle," write 2 goals for personal/family life and 2 goals for work/school life at 1, 5, and 10 year intervals. Indicate how old you will be and your lifestyle choice for that interval.

My goals for ONE year

My age:

Lifestyle choice:

Personal/family life:

1.

2.

School/work life:

1.

2.

My goals for FIVE years

My age:

Lifestyle choice:

Personal/Family life:

1.

2.

School/work life:

1.

2.

My goals for TEN years

My age:

Lifestyle choice:

Personal/Family life

1.

2.

School/work life:

1.

2.

GUIDELINES FOR SETTING GOALS

To set effective goals it is important that one observe the following guidelines. A goal must be:

1. Conceivable-You should be able to conceptualize the goal so that you can identify what the first step or two would be.

2. Believable-You should believe you can reach the goal.

3. Achievable-Your goal should be accomplishable with your given strengths and abilities.

4. Measurable-Your goal should be stated so that it is measurable in time and quantity.

5. Growth-Facilitating-Your goal should never be destructive to yourself, others, or society.

-Adapted from Choose Success: How to Set and Achieve All Your Goals, Dr. Billy Sharp with Claire Cox, 1970.

UNIT 2 GOALS

Unit 2: Balancing Work/Family Roles

1. Identify possible ways work and family affect each other.
2. Identify possible areas of conflict between work and family life.
3. Recognize work, self, and family as three life domains.
4. Recognize that individuals need to make adjustments to help keep their lives in balance and reduce work and family conflicts.
5. Select time management strategies that can help individuals reduce work and family conflicts.
6. Recognize that adjusting expectations is a time management strategy that can help individuals reduce work and family conflicts.
7. Develop financial management skills that can help families in balancing work and family roles.
8. Relate how personal management strategies such as health maintenance and planning leisure time can be used to reduce stress at work and at home.
9. Devise a comprehensive personal resource management plan for selected work and family situations.

Unit 2: Balancing Work/Family Roles

Lesson Number 9

Topic: Ways Work and Family Affect One Another

Goal: Identify possible ways work and family affect each other.

Objectives:

1. Identify factors associated with work that affect the family.
2. Identify factors associated with the family that affect work.

Content:

1. Factors associated with work that could affect the family include work hours(flexibility, number, time of day), relationships and support at work, travel out of town, health and safety problems, and income.
2. Factors associated with the family that could affect work include child care (availability, quality, affordability), family members' health, household tasks, family relationships and support, leisure time, and caring for aging parents.
3. Responsibilities and factors associated with work impact relationships and duties in the family and vice versa.

Resources:

1. Transparency 9.1
2. Overhead projector
3. Copies of "Ways Work and Family Affect Each Other" (one per group)
4. Chalkboard and chalk
5. Homework Assignment, "Interview with a Working Adult" (one per student)
6. 4 x 6 inch index cards (3 cards per group)

Additional Resources:

Teacher:

Love, M., Galensky, E., and Hughes, D. (1987). Work and family: Research findings and models for change. ILR Report, 25(1), 13-20. Topic: Sources of stress and changes in the workplace that affect families.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 265-267, 314-315. Topics: Interaction of work and family and benefits and strains of working.

Activities:

Introduction:

Before the students enter the classroom, write on the chalkboard the following quote, "While you are here you will act as though you have no other loyalties, no other life." The quote is from Hunsaker, J.S. "Work and Family Must Be Integrated." Personnel Administrator, 28, (4), 1983.

Begin the discussion by saying, "You started a new job today. Your employer has this statement posted on the office bulletin board."

"What does this statement mean?"

"How does this code of behavior affect how you act and what you talk about at work?"

If students have difficulty understanding how this would impact their lives, use the examples below to help them.

"What if your child was sick and the day care center could not take care of him/her? How will your employer react to your request to leave early?"

"What if you are in a staff meeting and your employer just asked you a question? You are unable to give a complete answer because you have been thinking about the argument you had with your partner this morning. How will your employer react to your excuse for the incomplete answer?"

"What if this same code of behavior was enforced at home?"

1. Introduce the unit. "In this unit, we are going to consider the balancing of work and family roles. You will learn strategies individuals can use to balance the responsibilities of family and work. You will develop skills in time, financial, and personal management and analyze the goals you wrote at the end of the last unit. By the end of the unit, you will have identified some of the skills necessary to help you balance work and family roles."

2. Divide the class into groups of 3 or 4 individuals. Give each group 3 index cards. Using Transparency 9.1, "Case Studies," instruct the students to develop 3 short case studies in which the demands of work, partner, and/or child(ren) affect one another. Allow the groups 10 minutes to work. Inform the students that their index cards will be collected at the end of class.

3. Give each group a copy of "Ways Work and Family Affect One Another," review with the class the statements about ways work and family affect one another. Clarify any statements the students do not understand. Instruct the students to select statements that explain their case studies. Allow the groups 5-10 minutes to work.

   Ask the students to share any new statements they added. Write these at the end of the list.

Ask the students to share any new statements they added. Write these at the end of the list.

4. Ask the students, "Which of the statements listed are associated with work and which with family?" As answers are provided, instruct the recorder in each group to write a "W" (for work) or "F" (for family) next to each factor on "Ways Work and Family Affect One Another.

   Instruct the groups to write a "W" or "F" next to each of the statements they used for their case studies.

   Ask the groups to share which statements they used for their case studies. Briefly discuss possible examples for any statements not used by the groups. Have the groups hand in their case studies.

Conclusion:

"Think about what we did today. Think of a statement that summarizes what you learned today. Will some of you share your statements? How do work and family affect one another?"

Homework:

Give each student a copy of "Interview with a Working Adult." Read the directions to them and tell them the interview is due at the beginning of the next class period.

CASE STUDIES

Directions:

Write the names of your group and today's date on each card. Title each card "CASE STUDY."

Write 3 short case studies in which the demands of work, partner, and/or child(ren) affect one another. Use one card per case study.

Example:
Ben's daughter is performing in a school program next week. Ben is scheduled to be out-of-town for a trade show.

Example:
Jennifer works from 3:30 p.m. to midnight. The woman who takes care of her children called to tell Jennifer she has the flu and cannot care for them tonight.

Transparency 9.1

WAYS WORK AND FAMILY AFFECT EACH OTHER

Directions:

Various ways work and family affect each other are listed below. Choose one or more of the statements to explain each of your case studies. Write the statement(s) below each case study. If none of these explain your situation, write your own statement.

Finding quality child care

Having time for self or to be with other family members

Managing household tasks

Salary too low, benefits not enough

Number of hours worked per day/week

Disagreement with supervisor

Travel out of town

Disagreement with family member(s)

Divorce or separation

Death of family member

Low partner support

New personal relationship

Poor health of family member(s) or self

Physical demands of work (toxic chemicals, strenuous tasks)

Caring for aging parents

INTERVIEW WITH A WORKING ADULT

Name _____ Date_____

Directions:

Choose an adult who works outside the home and is part of a family. Ask this adult the following questions. Record their answers in the space after each question.

1. Describe your family (include ages of family members).

2. What are the advantages of working and being part of a family?

3. What are the disadvantages of working and being part of a family?

The person I interviewed is a ____ female or ____ male.

This person is approximately _____ years old.

Unit 2: Balancing Work/Family Roles

Lesson Number 10

Topic: Work and Family Conflicts

Goal: Identify possible areas of conflict between work and family life.

Objectives:

1. Identify advantages and disadvantages of working and being a part of a family.
2. Recognize how the disadvantages can lead to potential conflicts between work and family.

Content:

1. Advantages of working and being part of a family include having more help with chores, more money to spend on self or family, and someone with whom to share successes and setbacks.
2. Disadvantages of working and being part of a family include having less time to accomplish home responsibilities, finding and maintaining quality child care, having more expenses, feeling tired or irritable, and having less time for self or family.
3. The disadvantages of combining work and family can lead to potential conflicts.
4. Areas of conflict when combining work and family are related to time, money, and personal concerns (physical and mental health and leisure time).

Resources:

1. Homework assignment, "Interview of a Working Adult" (one per student)
2. Transparency 10.1
3. Chalkboard and chalk
4. Student case studies developed during lesson number 9
5. Overhead projector

Additional Resources:

Teacher:

Portner, J. (1983, May). Dual-earner families. J C Penney Forum, 18.
Topic: Effects of work on family and vice versa.

Strong, B., DeVault, C., Suid, M., and Reynolds, R. (1983). The marriage and family experience. St. Paul, MN: West. pp. 178-186.
Topic: Role overload and dual-career marriages.

Student:

Golanty, E. and Harris, B.B. (1982). Marriage and family life. Boston: Houghton Mifflin. pp. 220-225. Topic: Difficulties faced by two-worker families, benefits of a two-worker family, and the positive and negative effects on children.

Smith, R.M. and Apicelli, M.L. (1982). Family matters: Concepts in marriage and personal relationships. New York: Butterick. pp. 397. Topic: Single parents and their children.

Activities:

1. Divide the class into groups of 5 or 6 individuals. Using Transparency 10.1, "Advantages and Disadvantages", instruct the students to combine their answers from the interviews. Allow the students 10-15 minutes to work. Inform the students that their interview and papers written during class will be used during the next class.

2. Make two columns on the board. Title one column "Advantages" and the other "Disadvantages." Ask the groups to share their lists about advantages and disadvantages. Rewrite or combine responses as necessary.

   Encourage students to come up with answers similar to those provided in the "content" section. "The disadvantages we just finished discussing can lead to conflicts between work and family life."

3. Ask one female and male student to role play the part of Tanya and Emilio. Tell the students..."We are going to have a role play about Tanya and Emilio. I will read you the situation."

   Situation:

   "Tanya and Emilio are going out to eat and to a movie tonight. Tanya calls Emilio at 4:00 p.m."

   "Tanya says, 'Emilio, my supervisor has asked me to work until 9:00 p.m. tonight. We're taking inventory at the store and it must be completed by the time we open tomorrow morning.'"

   Role play follows. After the role play, ask, "Which disadvantage is represented?" (Answer: Having less time for self or family.)

   "How can this lead to a conflict between Tanya and Emilio?"

   "What would happen if Tanya did not work late? What if she did?"

4. Using the groups of 5 or 6 students established at the beginning of class, randomly distribute the case study index cards from lesson number 9. Be sure that each group has an equal number of cards.

   Write these questions on the chalkboard. Tell the groups to discuss the answers to each case study.

   "What disadvantage is represented?"

   "What conflicts could occur?"

   Have the recorder selected earlier continue to be the spokesperson. Ask the recorder in each group to read their case study. After each case study is read, ask the questions on the chalkboard.

   If class time is short, you may wish to limit the case studies being read to illustrate a disadvantage not yet illustrated.

Conclusion:

"What have we been discussing today?"

"Today, we have identified advantages and disadvantages of combining work and family roles. We have considered conflicts that arise from the disadvantages listed on the board. We can group many of the conflicts of combining work and family that we discussed into three areas. Those areas of conflict are time, financial, and personal. The personal area includes physical and mental health and leisure time."

"Was the conflict between Tanya and Emilio related to the time, financial, or personal area?" (Answer: Personal-leisure time area.)

"Choose one of the case studies in your group and tell what area of conflict is represented."

ADVANTAGES AND DISADVANTAGES

DIRECTIONS:

Write the name of each member of your group at the top of the page with today's date.

Title your paper "Advantages and Disadvantages of Working and Being Part of a Family." Divide your paper into 2 columns. Write "Advantages" in one column and "Disadvantages" in the other.

Select a recorder by identifying the person with a birthday closest to today. The recorder will write the group's answers and report them to the class.

Look at your "Interview with a Working Adult."

Compare each person's answers. Form a list of all the answers in your group. Combine similar answers into one response.

Transparency 10.1

Unit 2: Balancing Work/Family Roles

Lesson Number 11

Topic: Balancing Work and Family Life

Goal: Recognize work, self, and family as three life domains.

Objective:

Recognize that one's life can be divided into work, self, and family.

Content:

One's life can be divided into three major areas or life domains: work, self, and family.

Resources:

1. Copies of "Keeping Life in Balance" (one per student)
2. Chalkboard and chalk

Additional Resources:

Teacher:

Strong, B., DeVault, C., Suid, M., and Reynolds, R. (1983). The marriage and family experience. St. Paul, MN: West. pp. 178-186. Topic: Dual-worker marriages, women working and the effect on marriage and family, role overlead for women, and coping with dual-worker marriages.

Activities:

Introduction:

"At the end of the last class, we identified potential conflicts between work and family. Consider Tanya and Emilio's discussion during the last class. Conflicts were identified and one area of their lives was affected, time for self. What did Tanya and Emilio have to do about their plans for dinner and a movie?" (Answer: Make adjustments in their lives.)

"Today, we are going to consider how to keep a balance in adult and student lives and why that is important."

1. Give each student a copy of "Keeping Life in Balance." Instruct the students to read the information on the first page of the handout. Allow the students 5 minutes to complete the reading. Ask the students if they have any questions.

Read the directions on page two to the students. Ask one student to read item 1. Draw three circles on the chalk board. Ask three students to come to the chalkboard and divide the circle to represent Tyrone's life and to label each section with family, work, or self. "What examples of work are in Tyrone's life?" (Answer: Goes to work 5 days a week, travels out of town once a month, sometimes overnight travel, attends evening meetings.)

"What examples of self are there in Tyrone's life?" (Answer: Works out at a YMCA three times a week.)

"What examples of family are there in Tyrone's life?" (Answer: Unknown, but wife and children complain they do not see him.)

"Which part of Tyrone's life is the largest portion?" (Answer: Work.)

"Which part is the smallest portion?" (Answer: Family.)

"How do you think Tyrone feels about his wife and children complaining?"

Tell the students, "So our circle should have the largest portion for work, the second largest portion for self, and a small portion for family."

The circle should resemble this:

Look at the student drawings on the board. If the figures resemble the answer provided (some variance in portion size is okay), continue. If not, ask the student(s) why their drawing differed.

Be sure students understand which activities belong in each area.

2. Instruct the students to complete items 2,3,4, and 5 individually. Allow students 10 to 15 minutes to work.

Once the students are finished, use the format outlined for item 1 as a basis for discussion of items 2 and 3. The answers are provided below.

Item 2: Sui-Linn
Work: low-paying, part-time job
Family: home when her children are, keeps up-to-date on child care and nutrition information
Self: very little time

Item 3: Dale
Work: full-time and going to school
Family: spends time with his children-movies, shopping, ball games
Self: doesn't take care of his health

3. "We will finish items 4 and 5 at the next class. Save your assignments, "Keeping Life in Balance."

KEEPING LIFE IN BALANCE

Name_____ Date_____

Everyone has many demands on their lives. As a teenager, your family expects certain behaviors from you. Do you have to babysit your younger brother or sister sometimes? Or, clean your room? School has certain rules, also. Is there homework in at least one class tonight? Your job does, too. Perhaps your employer needs you to work Saturday from 9:00 a.m. to 5:00 p.m.? Then there is you. You have a need to be by yourself and to do things for yourself. Do you read, play basketball, eat, or sleep?

You need to be able to give the appropriate weight to each aspect; self, school/job, and family. There will always be conflicts in the way you want to divide your life.

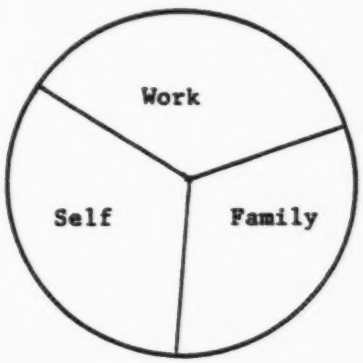
This is true as an adult. Think back to the answers you received during the interview in lesson number 10. That adult had many areas of their life to balance. As an adult, you will need to balance family, work, and self.

Work refers to the area of your life in which the major activity occurs. This may be a job, taking care of a home, volunteer work, or going to school.

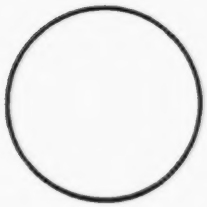
The next area is family. This refers to the activities involved in being a family.

The final area is self. Think of all the activities you do for yourself. These include eating, sleeping, exercising and pursuing hobbies.

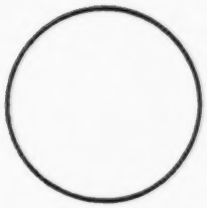
The figure below illustrates a person's life in balance.



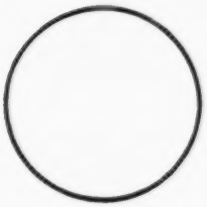
Directions: Read each example of a person's life. Draw lines in each circle to show how their life is divided. Include all three areas in each circle.



1. Tyrone goes to work five days a week. About once a month, he has to travel out of town for his employer. Occasionally this means he is gone over night. He also is expected to attend evening meetings. It is important for his job that he stay trim and well-groomed. So he works out three time s a week at the YMCA. His wife and children complain they never see him.

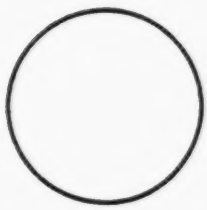


2. As a single parent, Siu-Linn is concerned that her children receive enough attention and good care. She reads everything she can about nutrition and child care. The part-time job she has fits her schedule well. She is home when her children are home. The position does not pay well and offers little hope for advancement. She has little time for herself.



3. Dale is working full-time and going to school to finish his degree. He enjoys spending time with his two children. He takes them to the movies, shopping, out to eat, and watches them play softball. Lately, he's been having headaches, indigestion, and doesn't sleep well.

4. Think about your parent or another adult. Complete a circle for them. Write a brief story about them on the lines below.



_____

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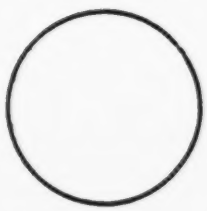
_____

5. Think about yourself. Complete a circle describing your life. Write a brief story about yourself on the lines below.



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Unit 2: Balancing Work/Family Roles

Lesson Number 12

Topic: Work and Family Life

Goal: Recognize that individuals need to make adjustments to help keep their lives in balance and reduce work and family conflicts.

Objective:

Recognize that individuals need to make adjustments to help keep their lives in balance and reduce work and family conflicts.

Content:

1. Each day of a person's life does not need to be equally divided between family, work, and self; but his/her life in general should reflect a balance.
2. Individuals need to make adjustments in their lives to relieve conflicts and make their lives more manageable.
3. Flexibility in balancing the components of work and family helps one to cope.

Resources:

1. Copies of "Keeping Life in Balance" from lesson number 11
2. Chalkboard and chalk
3. Transparencies 12.1 and 12.2
4. Transparency marker, any color
5. Homework assignment, "My Activities" (one or more copies per student)
6. Overhead projector

Activities:

1. Ask the students to refer to their "Keeping Life in Balance" assignment from the previous class. For items 4 and 5, ask for students to volunteer their stories and drawings. Use two or three examples for each. Follow the questioning format used during the previous class.

2. Using Transparency 12.1, "Dividing Each Day," instruct the students to complete the question about having a balanced life. Allow the students 5 minutes to work.

   Ask the question from Transparency 12.1, "Dividing Each Day,"

   "Should you expect each day to be equally divided between family, self, and work? Why or why not?"

After hearing input on both sides of the question, tell the students,"Some think each day should be balanced, some do not. For those who do not think each day should be balanced, what is the purpose of showing you an equally divided circle?"

Help students draw the conclusion that it is not necessary or always possible to balance every day. One portion of your life may take precedence. Examples: having to work late one night, holding a weekend open to go on a camping trip, attending an all day meeting that is of personal interest. This give and take of activities is called being flexible. An individual's life should balance as one looks at a longer period of time and not just one day.

"Consider Tyrone, Siu-Linn, and Dale. How did they feel? What can we say about a life that is out of balance?"

3. Using Transparency 12.2, "Life In and Out of Balance," which shows an equally divided circle and an unequally divided circle, tell the students, "In the first diagram labelled, Life in Balance, consider the circle a person. This person needs to get from point X to point Y. What would their path look like?" (Answer: After receiving input from the students, use the transparency marker to draw a straight line from point X to point Y.)

   "In the second diagram labelled, Life Out of Balance, consider the circle the same person. He/she needs to get from point X to point Y. What would their path look like, now?" (Answer: After receiving input from the students, use the transparency marker to draw a line like this from point X to point Y.)

   "Which is the easier route to take?"

   "In the second diagram, what is the conflict?" (Answer: Work is taking too much time, less time for self and family.)

   "What should this person do to make the path easier to follow?"

Conclusion:

"Today we looked at areas of one's life that need to be kept in balance. These areas are family, work, and self. We decided a balanced life helps us to get from one point in our life to another more easily. Adjustments are necessary to get life back into balance if it is out of balance. When someone's life is out of balance, they may feel that they are unable to cope with everything. Therefore, having your life in balance will help relieve conflict and make your life more manageable."

Homework:

Give each student a copy of "My Activities." Read the directions to them. The homework assignment is due the class after next (see lesson 14).

Help the students fill in today's class time. Example: Time start-10:00 Time end-10:55 Total time-55 minutes Activity-Family living class

"Leave the columns area and priority blank. These will be completed during lessons 14 and 15.

Note to Teacher:

If lesson number 14 is taught after a weekend or holiday, decide how many days you wish the students to keep a log. Give students one page per day to be logged.

DIVIDING EACH DAY

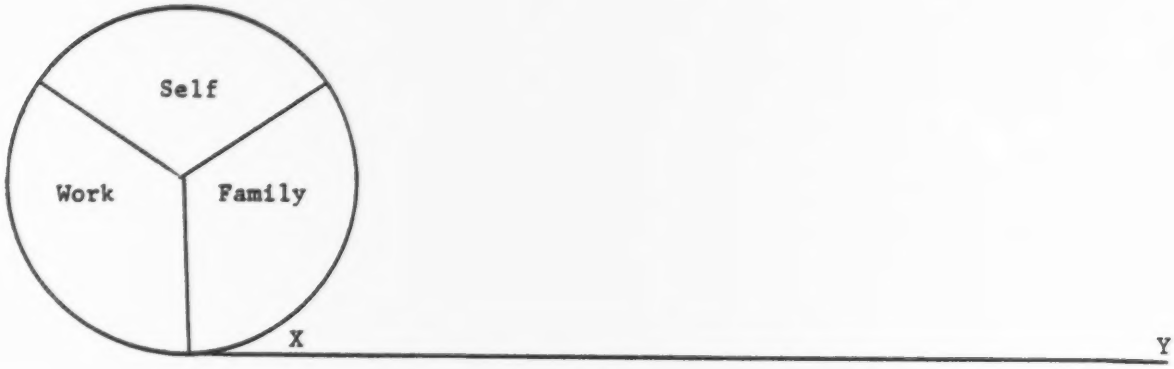
DIRECTIONS: Write the question and your answer on the back of "Keeping Life in Balance."

Should you expect each day to be equally divided between family, self, and work? Why or why not?

Transparency 12.1

LIFE IN AND OUT OF BALANCE

Life in Balance



Life out of Balance

Transparency 12.2

MY ACTIVITIES

Name_____ Date_____

Directions: This time log starts with class today. Continue to fill in the blanks until the next class. Leave the columns "area" and "priority" blank. These will be completed later. Remember, each day should only have 24 hours in it.

Time			Activity	Priority	Area
Start	End	Total			

Unit 2: Balancing Work/Family Roles

Lesson Number 13

Topic: Time Management Strategies

Goal: Select time management strategies that can help individuals reduce work and family conflicts

Objective:

Comprehend strategies that individuals can use to manage their time effectively.

Content:

1. Every person receives the same amount of one resource, time.
2. Time cannot be stockpiled for future use; it is constantly being consumed.
3. Managing time means managing yourself so your time is used effectively.
4. The steps in effectively managing time involve analyzing the activities in which an individual is involved, listing those activities in order of priority, setting goals, organizing time to meet goals and priorities, and evaluating the activities and goals periodically.

Resources:

1. Film: MacKenzie, R. A. (1981). Time Trap. West Des Moines, IA: American Media. 30 Minutes. Rental Cost:$24.30 from Iowa State University Film/Video Library, 112 Pearson, Iowa State University, Ames, IA 50011, (515)294-1540. Catalog number: S50796F. Purchase cost: $550.00 from American Media, Inc., 1454 30th Street, West Des Moines, IA 50265. A booklet is available with ideas on how to use the film and some additional information. Description: Greg and Nancy, a dual-career couple, never seem to have enough time at work to do their jobs well and at home to enjoy their lives together. It is based on the book by the same title. There are many how-to techniques presented to effectively manage time.
2. Copies of "Timewasters" (one per student)
3. Film projector

Additional Resources:

Teacher:

Gross, I.H., Crandall, E.W., Knoll, M. M. (1980). Management for modern families. 4th ed. Englewood Cliffs, NJ: Prentice Hall. pp. 249-251. Topic: Concept of time.

Bauer, J.W. It's time! West Lafayette, IN: Purdue University Cooperative Extension Service. Publication number: HE-469. Topic: Time management strategies.

MacKenzie, R.A. (1972). The time trap. New York: McGraw Hill. Topic: Time management strategies.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 279-283. Topic: Managing time.

Campbell, R. and Thompson, M. J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 202-204. Topic: Managing time.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 10-17. Topics: Analyzing resources, making a plan, carrying out plans, and evaluating the results.

Activities:

Introduction:

"We came to the conclusion at the last lesson that individuals need to make adjustments to get life back into balance if it is out of balance. One adjustment is to change how much time is used in each of the three life domains, self, work/school, and family." We will be discussing the concept of time and time management strategies in the next few lessons. Have you ever heard someone say, 'I'm going to save time by...?' What other ways do people talk about time?" (Answer: Time flies, time drags, spending time, living on borrowed time, etc.)

"Time is a resource that is equally distributed among all people. Each person has 24 hours per day. Unlike money, time cannot be saved.

1. "We are going to see a film called Time Trap. The film tells the story of Greg and Nancy, a dual-career family. The film's emphasis is on the work environment, but many of the ideas apply at home and to your present situation."

   "The film concentrates on timewasters. This is anything that prevents you from achieving your objectives effectively. As you watch the film, identify the timewasters you do. Solutions are offered for each timewaster."

   Give a copy of "Timewasters" to each student. Read the directions to the students. Ask if there are any questions.

   Show the film.

Teacher's note:

If you are unable to obtain a copy of the film, the activities listed for the remainder of the lesson can be done. Included with the lesson is a copy of "MacKenzie's 40 Top Timewasters." Lead a discussion with the students about what they are and possible solutions for them.

2. After the film is over, ask, "What are some of the timewasters you do?"

   "What are the solutions to the problems timewasters cause?"

   "Which timewasters occur at home, school, and work? What are the solutions? Are the solutions the same in all situations?"

   Teacher's note:

   You may wish to discuss with the students the situation which occurred at Greg's and Nancy's home. Nancy was responsible for the household task of laundry. It was not Greg's responsibility and he did not appear to help with household tasks. In later lessons, we will discuss the sharing of household tasks when both parents are employed outside the home. This scene of the movie may be reinforcing the idea that household tasks are still the responsibility of the female even though she is fully employed outside the home.

Conclusion:

"The Time Trap discussed having objectives and priorities. Before you can do those activities, you need to do a time log like Greg. The homework assignment you received at the last class is similar to what Greg did. We will analyze your activities during the next class."

"From our discussion, we concluded that timewasters occur at school, work, and home. There are time management strategies that work in any situation."

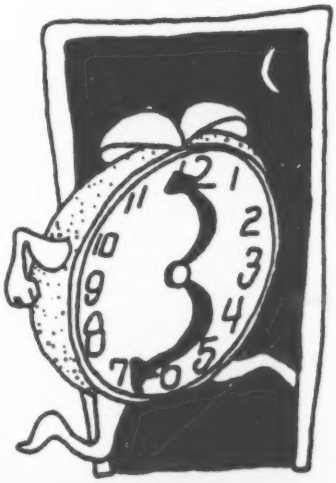
TIMEWASTERS

Name_____Date_____

Directions:

As you watch Time Trap, note at least four of the timewasters that you do. List these under the column, timewasters. Listen to the solutions that are offered during the film. Write the solutions in the right column.

Timewasters	Solution
1.	
2.	
3.	
4.	



MACKENZIE'S TIME TRAP: TOP 40 TIMEWASTERS WORLDWIDE

Planning

1. Lack objectives/priorities/planning
2. Crisis management, shifting priorities
3. Attempting too much at one/ unrealistic time estimates
4. Waiting for planes/appointments
5. Travel
6. Haste/impatience

Organizing

7. Personal disorganization/cluttered desk
8. Confused responsibility and authority
9. Duplication of effort
10. Multiple bosses
11. Paperwork/red tape/reading
12. Poor filing system
13. Inadequate equipment/facilities

Staffing

14. Untrained/ inadequate staff
15. Under/over staffed
16. Absenteeism/tardiness/turnover
17. Personnel with problems
18. Over-dependent staff

Directing

19. Ineffective delegation/involved in routine details
20. Lack motivation/indifference
21. Lack coordination/teamwork

Controlling

22. Telephone interruptions
23. Drop-in visitors
24. Inability to say "no"
25. Incomplete/delayed information
26. Lack self-discipline
27. Leaving tasks unfinished
28. Lack standards/controls/progress reports
29. Visual distractions/noise
30. Overcontrol
31. Not being informed
32. People not available for discussion

Communicating

33. Meeting
34. Lack/unclear communication, instructions
35. Socializing/idle conversation
36. Over-communication
37. Failure to listen

Decision-Making

38. Procrastination/indecision
39. Wanting all the facts
40. Snap decisions

Unit 2: Balancing Work/Family Roles

Lesson Number 14

Topic: Time Management Strategies

Goal: Select time management strategies that can help individuals reduce work and family conflicts.

Objective:

Recognize how time management strategies can help reduce work and family conflicts.

Content:

1. The steps in effective time management involve analyzing the activities in which an individual is involved, listing those activities in order of priority, setting goals, organizing time to meet goals and priorities, and evaluating the activities and goals periodically.

2. Balancing one's life to reduce conflicts usually involves adjusting how much time is used in the areas of work, family, and self.

Resources:

1. Homework assignment, "My Activities"
2. Chalkboard and chalk
3. Copies of "Prioritizing My Activities" (one per student)
4. Student long-term goals, written during lesson number 8.
5. Homework assignment, "It's About Time"

Activities:

1. Form two columns on the chalkboard. Label one column "More Time" and the other "Less Time". Tell the students to look at their homework assignment, "My Activities." "What are some of the activities you listed that took the most time during the day? How much time did you use?" List some of these activities in the column "More Time." (Examples: School, sleeping, sports practice, homework.)

   "What are some of the activities you listed that took the least time? How much time did you use?" (Examples: Eating, driving to and from school, doing homework.)

   Save this information on the board, it will be used later in the lesson.

2. Give each student a copy of "Prioritizing My Activities." Read the students the directions to prioritize their activities. Ask if there are any questions. Allow the students 10 minutes to work. If the students have more than one day's log, they will need to put in priority order all the logs. There can be 1's, 2's, and 3's on all logs.

   "Was this activity easy or difficult? Why?"

   "What are some of your 1's? 2's? 3's?" As the students share information, write a 1, 2 or 3 next to the items previously listed on the board.

   "Do you have any 1's or 2's next to an activity on which you spent very little time? What are they?"

   "Do you have any 3's next to an activity on which you spent a lot of time? What are they?"

   "Why is identifying priorities for activities important?" (Answer: Individuals often do the activities that are not as important in their lives because the other tasks are easier or more pressing. Setting priorities helps individuals get all the activities done that are most important.)

3. "The last column on your log is labelled, Area. This refers to the areas of one's life we discussed during lesson number 11. What are the areas?" (Answer: Self, family, and work/school.)

   "Label each of your activities as a S-self, F-family, or W-work/school."

   Allow the students 5 minutes to work.

   "What are some of the activities you have in the area of self? family? work/school?" Write an S,F, or W next to the items on the board.

   "How many 1's and 2's do we have in the area of self?"

   "How many 1's and 2's do we have in the area of family?"

   "How many 1's and 2's do we have in the area of work/school?"

   "As a group, are our lives balanced? Are there a lot more activities for self, family, or work/school?"

   "Look at your own time log. Do you have a lot more 1's and 2's in one of the areas?"

"We discussed earlier that a balanced life helps to reduce conflicts. How does a person balance their activities?" (Answer: Adjusting how much time is used in the areas of self, family, and work.)

Conclusion:

"Today we analyzed the activities in which we are involved and prioritized our activities. These are two strategies of time management. In an earlier lesson, you identified your long-term goals. Setting long-term goals is another time management strategy."

"The last steps are to organize your time to meet your goals and priorities and periodically evaluate your decisions. You will work on these strategies while completing a homework assignment."

Homework assignment:

Give each student a copy of "It's About Time." Set the due date for the students. Allow them 2 to 4 days for completion.

PRIORITIZING MY ACTIVITIES

Directions:

Use your homework assignment, "My Activities." You will prioritize the activities listed.

Write the number 1, 2, or 3 in the column labelled, Priority.

The number 1 means the activity must be done and is most important. Eating and sleeping are examples. You must do both of these activities to live.

The number 2 means the activity is something you like to do when you have time. These activities are important, but do not have to be done. An example might be participating in a school sport or club.

The number 3 means the activity is something you would do after the 1's and 2's are done. Watching the "Cosby Show" might be an example. If you had a club meeting that afternoon and homework in three classes due the next day, you may not have time to watch the "Cosby Show." You may want to watch it, but the other activities are more important.

There is not a required number of 1's, 2's, or 3's you can have.

IT'S ABOUT TIME!

Directions:

Look at your long-term goals written during lesson number 8 and your homework assignment "My Activities."

You will compare your long-term goals and the activities in which you are currently involved. Write a paper using the questions listed below as guidelines for the ideas to be covered. The paper should be 100 to 200 words in length.
No more, no less.

What activities am I doing that do not need to be done at all?

What activities am I spending too much time on?

What activities am I spending too little time on?

Are the activities listed as 1's and 2's helping me achieve my goals?

Are there goals I have forgotten to list?

Should I re-prioritize my activities so I can achieve my goals?

Should I change my goals to fit my priority activities?

Do I have goals for all areas of my life?

Are my activities reflecting a balanced lifestyle?

How am I going to evaluate my progress toward my goals?

Unit 2: Balancing Work/Family Roles

Lesson Number 15

Topic: Adjusting Expectations and Redefining Roles

Goal: Recognize that adjusting expectations is a time management strategy that can help individuals reduce work and family conflicts.

Objective:

Recognize families adjust expectations, redefine roles of family members, and use outside help as they combine work and family responsibilities.

Content:

Strategies used by families to combine work and family responsibilities include adjusting expectations, using outside help, and redefining roles of family members.

Resources:

Copies of the four case studies (one copy of a case study per group)

Activities:

Introduction:

"We have been discussing ways individuals can reduce work and family conflicts. Today's activities concentrate on adjusting expectations. This is a time management strategy that individuals do not always consider when balancing work and family responsibilities."

"Single parents do not have the benefit of a spouse with whom to share household and child care responsibilities. Young children cannot assume the responsibility for tasks because they do not have the skills necessary for the decision-making involved."

"We will be considering the effects of the ages of children in a family and single- or two-parent families on balancing work and family responsibilities."

Divide the students into four groups: single-parent family with child(ren) under the age of 8, single-parent family with child(ren) over the age of 8, two-parent family with child(ren) under the age of 8, and two-parent family with child(ren) over the age of 8.

Give each group their case study. Instruct the groups to answer the questions related to adjusting expectations, using outside services, and redefining roles of family members. The groups will role play a discussion among family members. Allow the groups 15-20 minutes to work.

Role play follows.

Ask the following questions after each role play:

"What was the decision the family made?"

"Were all family members supportive of the decision?"

"How does the decision affect each family member?"

Conclusion:

"What are three strategies used by families when combining work and family?" (Answer: Adjusting expectations, redefining roles, and using outside help.)

"How were the decisions different between single-parent and two-parent families?"

"What effect does the age of children have on balancing work and family conflicts?"

"Adjusting expectations is an important time management strategy. The expectations that develop as you mature may or may not be suitable for the roles you will assume as an adult in your family. Adjusting expectations and redefining roles may be necessary as responsibilities shift at work or in the family."

Note to Teacher:

Tell students to bring calculators to the next class. THe students will be adding, subtracting, multiplying, and dividing.

SINGLE-PARENT FAMILY WITH A YOUNG CHILD

THE RAMIREZ FAMILY

Yolanda has a daughter, Nan, who is 3-years old. Yolanda works full-time and has responsibility for all household and child care tasks.

Yolanda believes that the best person to care for a child is the child's parent. She has to leave Nan with a day care provider while she works, but does not leave her any other time during the week.

Lately, Yolanda has been getting cross with Nana and does not have the patience to let Nan learn new tasks such as dressing herself. Nan seems to take forever putting on her coat.

Yoland wants to be more calm with Nan. She feels depressed a lot. What changes could Yolanda make?

Some strategies she could consider include:

1. adjusting expectations.
2. using outside help.
3. redefining roles of family members.

Decide which strategies would work in this situation. List possible solutions.

Role play a discussion between Yolanda and her friend, Sue, as Yolanda considers these strategies and makes a decision.

SINGLE-PARENT FAMILY WITH OLDER CHILDREN

THE COOPER FAMILY

Eva has a son Marcus, and daughter, Elaine. They are 12- and 14-years old respectively. Eva works full-time outside the home.

Marcus and Elaine take care of their own rooms and help with the yard and meal clean-up.

Eva has responsibility for all other tasks. She would like to have the house painted this summer. She feels she has not had much time for herself, lately.

Marcus wants to earn money by mowing other people's lawns this summer.

Elaine has been offered a babysitting job every Saturday for the next four months.

What changes could the Cooper family make? Some strategies they could consider include:

1. adjusting expectations.
2. using outside help.
3. redefining roles of family members.

Decide which strategies would work in this situation. List possible solutions.

Role play a discussion among Eva, Marcus, and Elaine as they consider these strategies and make a decision.

TWO-PARENT FAMILY WITH AN OLDER CHILD

THE KROGER FAMILY

Lee and Roberta have a daughter, Holly, who is 15-years old. Both adults are employed full-time outside the home.

Holly is involved in school activities such as band, track, and two clubs. She would like to find a part-time job to earn extra money.

Tasks related to the car are Lee's responsibility. He knows how to do the routine maintenance. Lee has been so busy with extra hours at work that he has not had time to take care of the car properly.

Roberta takes care of the lawn, laundry, and cooks the meals. Everyone likes home-cooked meals so she spends the weekend cooking and freezing meals.

The entire family cleans the house on the weekends, choosing the day everyone is at home.

Roberta is frustrated because she spends all weekend doing some type of cooking or cleaning task.

All family members want to change how responsibilities are handled. They all want different results.

Strategies the Kroger's are considering include:

1. adjusting expectations.
2. using outside help.
3. redefining roles of family members.

Decide which strategies would work. List possible solutions.

Role play a discussion among Lee, Roberta, and Holly as they consider these strategies and make a decision.

TWO-PARENT FAMILY WITH YOUNG CHILDREN

THE HANKS FAMILY

Wilma and Joe have two sons, William and Aaron, ages 3 years and 6 months, respectively. Both Wilma and Joe are employed full-time outside the home.

Wilma is trying to do all the household and child care tasks. She is up late at night completing all the tasks. She is tired and unable to spend time with her sons and husband. She would like some changes to occur.

Joe does the simple home repairs and maintenance on the car. He plays with his older son.

Some strategies the Hanks family could consider include:

1. adjusting expectation.
2. using outside help.
3. redefining roles of family members.

Decide which strategies would work in this situation. List possible solutions.

Role play a discussion between Wilma and Joe as they consider these strategies and make a decision.

Unit 2: Balancing Work/Family Roles

Lesson Number 16

Topic: Financial Management Skills

Goal: Develop financial management skills that can help families in balancing work and family roles.

Objectives:

1. Recognize ways that personal values affect decisions about money.
2. Examine the role of communication in family financial management decisions.
3. Comprehend family financial management skills.

Content:

1. Personal values guide our decisions related to family financial management.
2. The most common reason family conflicts related to money occur is poor communication.
3. Managing money is more difficult for a family than an individual. Everyone has priorities about how money should be spent and agreeing on these priorities, as a family, is important.
4. Financial management skills include outlining long- and short-term goals, analyzing available income, developing a plan, and evaluating the plan.

Resources:

1. Copies of "Money Management Matters" (one per student pair)
2. Make one copy of case studies handout. Cut it up so each pair of students has a case study.
3. Copies of "Budgeting Your Lifestyles" (one per student pair). Save for use with lesson number 24, also.
4. Copies of "Monthly Budget" (two per student pair)

Additional Resources:

Teacher:

Strong, B., DeVault, C., Suid, M., and Reynolds, R. (1983). The marriage and family experience. 2nd ed. St. Paul, MN: West. pp. 190-191, 296-297, R47-49. Topic: Why do people go into debt, styles of financial planning, talking about money as a couple, and establishing a budget.

Wells, J.G. (1984). Choices in marriage and family. Jackson, MI: Piedmont Press. pp. 271-275 Topic: Finances in early marriage, source of conflict, expenses early in marriage, setting priorities.

Levande, D.I., Koch, J.B., and Koch, L.Z. (1983). Marriage and the family. Boston: Houghton Mifflin. pp. 415-425. Topic: Budgeting, using credit wisely, and wise buying.

Fletcher, C.N. (1984). Money Mechanics. Ames, IA: Iowa State University Cooperative Extension Service. Publication Numbers: PM-934a through Pm-934c. Topics: Record keeping, communication, spending plans.

Student:

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 199-202, 205-212. Topic: Financial management skills.

Smith, R.M. and Apicelli, M.L. (1982). Family matters. New York: Butterick. pp. 404-421. Topics: Attitudes about spending money, spending over the family cycle, money and young marrieds, spending plan, wise buying, and credit.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 142-151. Topics: Financial planning and making a budget.

Activities:

1. Divide the class into pairs for role playing. Give each student pair a copy of "Money Management Matters." Assign each pair a situation. Instruct the students to consider different values related to money. Read the directions and ask if there are any questions.

   After each role play, ask ,
   a. "What happened between the two people?"
   b. If the role play ended in an argument, ask, "What are these two people going to do?"
   c. "Who will determine how the money is spent?"
   d. "What if both people believe the same thing?"

   After all the role plays are finished, ask, "What did you observe about the communication process of the pairs who came to an agreement and those who didn't?"

   "Why is communication between the two people so important?"

   "What did you learn? What is a summary statement for your ideas?"

   "The most common reason family conflicts related to money occur is poor communication. Values guide our decisions. Can you see how money management would be more difficult for a family than an individual? Why?"

2. "This lesson and the next lesson will present ideas about money management skills. Managing money is similar to managing time. What are the steps in time management?" (Answer: analyzing

activities in which an individual is involved, prioritizing those activities, setting goals, organizing goals and priorities, and evaluating.)

3. "The skills in financial management include outlining long- and short-term goals, analyzing available income, developing a plan, and evaluating that plan. Both financial management and time management involve setting goals, analyzing what is currently happening, developing a plan, and evaluating the plan."

4. Divide the class into new pairs or leave the pairs as is. Randomly assign each pair a case study. Give each pair of students a copy of "Budgeting Your Lifestyles." Read the directions to the class and ask if there are any questions. Tell the students they have the rest of this class to finish the assignment. (There is time available at the beginning of the next class for the students to finish.)

Explanation of items on the budget:

1. The figures used do not reflect actual costs in any particular city or state. They are based upon United States Department of Labor statistics and some are averages of available information. Hopefully, the expenses will not appear unrealistic. Some amount had to be chosen for each item.

2. The expense, housing and utilities, are combined for ease of estimating. Clarify with the students that utilities are usually considered flexible expenses.

MONEY MANAGEMENT MATTERS

Directions:

Decide which member of the pair will be each character. You have 3 minutes to establish your roles. Talk about what each person will say. Then, role play the situation for the class.

Situation 1:

There are two adults. One of the adults works outside the home. This person believes that whoever earns the money has the right to dictate how the money is spent. The other adult does not work outside the home. This person does not believe this.

Situation 2:

There is a parent and an older child. The parent believes that children should have no say about how the parent's income is spent. The child does not believe this.

Situation 3:

There are two adults. One adult believes in enjoying today and not worrying about tomorrow. The other adult does not believe this.

Situation 4:

There are two adults. One adult believes in keeping up with the "Joneses". The other adult does not.

Situation 5:

There are two adults. One adult believes that talking about money is unromantic and selfish. The other adult does not.

BUDGETING YOUR LIFESTYLES

Directions:

Your case study tells you:

1. The number of adults there are in your family.
2. Your family's yearly income and how many adults work outside the home.
3. The number of children you have and their ages.
4. A description of your mode of transportation.
5. A description of your home.

You will write a monthly budget for your family. You must follow the guidelines provided. You do have the freedom to spend leftover monies as you and you partner wish. Divide your yearly income by 12 to get your monthly income.

Guidelines

1. Costs of various expenses. You must include these in your budget.

**Housing and Utilities*	
Low income	20% of income
Intermediate income	23% of income
High income	23% of income
**Transportation*	
Bus	$0.60 per trip ($1.20 round trip)
Car	
Gasoline	$1.00 per gallon
compact (24mpg)	
midsize (19mpg)	
fullsize (15mpg)	
truck/van (16mpg)	
Maintenance	
compact	$18.00 per month
midsize	$24.00 per month
fullsize	$24.00 per month
truck/van	$30.00 per month
minivan	$24.00 per month
Insurance	
new compact	$300.00 per year
new (any other size)	$500.00 per year
older	$225.00 per year
teen driver	$250.00 per year (add this to cost of insurance on the type of car owned)
**Taxes*	
Low	14% of income
Intermediate	21% of income
High	25% of income

2. Expenses you can choose to pay.

Childcare (you must pay this if both adults are employed outside the home)	
Child is under 2 years	$80.00 per week
Child is 2-4 years	$60.00 per week
Child 5 years or older	$40.00 per week (after school care)
Telephone	
Local calls only	$20.00 per month
Long distance	$ 1.50 per 10 minutes
Food	
Low income	31% of income
Intermediate income	25% of income
High income	21% of income
Medical Insurance	$50.00 per person per month
Life Insurance	
Adult	$10.00 per month for $50,000.
Child	$ 1.00 per month for $10,000.
Renters Insurance	$50.00 per year
Home-owners Insurance	$20.00 to 40.00 per month (depends on the size of your home)

MONTHLY BUDGET

Income_____ Total Income _____

Minus Expenses _____

Balance _____

Expenses

*Fixed

Mortgage or rent/utilities _____

Childcare _____

Taxes _____

Car Insurance _____

Medical Insurance _____

Life Insurance _____

Home/Renter's Insurance _____

Children's Allowance _____

Loan Payments _____

Fixed Total _____

*Flexible

Telephone
Local Service _____

Long Distance Service _____

Food _____

Transportation
Gasoline _____

Maintenance _____

Bus Fare _____

Medical Care _____

Personal Care _____

Clothing _____

Household Expenses _____

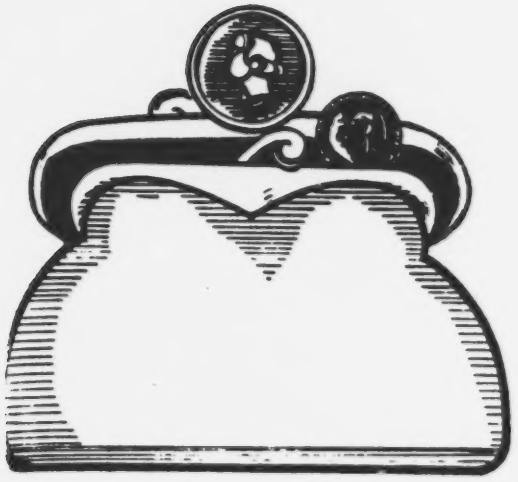
Recreation _____

Savings _____

Miscellaneous(gifts,toys,charitable contrib.,etc.)_____

Flexible Total _____

Total Expenses _____



CASE STUDIES

1. Adults: Two and one is working
   Annual income: $10,500 (low)
   Children: Ages 1 and 2 years
   Transportation: Rides the bus
   Home: Renting

2. Adults: Two and one is working
   Annual Income: $17,000 (intermediate)
   Children: None
   Transportation: Older midsize car
   Home: Renting

3. Adults: Two and both are working
   Annual income: $41,000 (high)
   Children: Age 1 year
   Transportation: Newer midsize and older compact cars
   Home: Own smaller house

4. Adults: Two and both are working
   Annual income: $35,000 (intermediate)
   Children: None
   Transportation: Newer full-size and midsize cars
   Home: Own medium size house

5. Adults: One adult
   Annual income: $20,000 (intermediate)
   Children: Ages 3 and 5 years
   Transportation: Older midsize car
   Home: Renting

6. Adults: One adult
   Annual income: $25,000 (intermediate)
   Children: Ages 12 and 16 years
   Transportation: Newer compact
   Home: Own smaller house

7. Adults: One adult
   Annual income: Minimum wage at $7,000 (low)
   Children: Ages 15 and 17 years
   Transportation: Older full-size car
   Home: Renting

8. Adults: Two and both are working
   Annual income: $50,000 (high)
   Children: Ages 1 and 4 years
   Transportation: Newer midsize and minivan
   Home: Own larger home

9. Adults: Two and both are working, one part-time
   Annual income: $19,000 (intermediate)
   Children: Ages 6, 7, and 9 years
   Transportation: Older truck
   Home: Renting

10. Adults: One
    Annual income: Minimum wage at $7,000 (low)
    Children: Age 9 years
    Transportation: Older compact
    Home: Renting

11. Adults: Two and both are working
    Annual income: Minimum wage at $14,000 (low)
    Children: None
    Transportation: Older midsize and older compact
    Home: Renting

Unit 2: Balancing Work/Family Roles

Lesson Number 17

Topic: Financial Management Skills

Goal: Develop financial management skills that can help families in balancing work and family life.

Objectives:

1. Develop a budget for selected work and family situations.
2. Develop financial management skills that can help families in balancing work and family responsibilities.

Content:

1. Financial management skills include outlining long- and short-term goals, analyzing available income, developing a plan, and evaluating the plan.
2. There are two methods for establishing a budget. The first is to use national norms as guidelines (many are provided in "Budgeting Your Lifestyle" in lesson number 16). The second is to itemize carefully how money is spent for 2 or 3 months and analyze areas that can be trimmed or where overspending is occurring.
3. A financial plan helps families anticipate expenses, identify goals, and see adjustments that need to be made.

Resources:

Copies of "Budgeting Your Lifestyle" from lesson number 16

Activities:

Provide time for student pairs to complete "Budgeting Your Lifestyles" assignment or begin with activity 1.

1. Tell the students to look at their assignments, "Budgeting Your Lifestyles." If you have the entire class time to devote to discussion, you may want to have students share information about their case study family.

   "How many have a balanced budget? For those who didn't get it balanced, why not? What could you do to make it balance? What if one of the partners found another job? Found employment outside the home?"

   "For those who did balance their budget, how did you do it? What if one of the partners had to give up full-time employment and work part-time or not at all?"

   "Do you feel comfortable with your budgets? Are they realistic? Why or why not?"

"Which items are budgeted $0.00? How does not spending money on those items affect the family?"

"Did anyone have money to save? What were you saving for? How did you decide that?"

2. "How did you decide where to spend your money? What steps did you take to establish your budget?"

Reinforce any comments from students that indicated they set some goals and communicated with each other about needs and desires. Use one or more of the student pairs to illustrate how they used the financial management skills of outlining goals, analyzing income, and developing a plan.

"Suppose you do not own a car and that is one of your family's goals. What would you need to do? What expenses would change?"

"Suppose a baby was born. What would you do? What expenses would change?"

"If one adult decided to leave the workforce, what expenses would change?"

Help the students draw the conclusion that the skills of financial management are developing a plan and evaluating that plan as changes occur.

Conclusion:

"What are the financial management skills we discussed today?" (Answer: Outlining goals, analyzing available income, developing a plan, and evaluating the plan.)

"There are two methods for establishing a budget. You can use national norms. These are the percentages listed in 'Budgeting Your Lifestyles.' Or, you can carefully itemize how your money is spent for 2 or 3 months and then analyze areas that can be trimmed or where overspending is occurring."

"What are the advantages of using national norms?" (Answer: Provides an easy guide to use in estimating costs or establishing a budget. Requires less decision-making.)

"What are the advantages to itemizing expenses?" (Answer: Allows for individualization of expenses. Gives the family a precise accounting of expenses.)

"Why do we need to have a financial plan?" (Answers are in content section.)

Unit 2: Balancing Work/Family Roles

Lesson Number 18

Topic: Stress

Goal: Relate how personal management strategies such as health maintenance and planning leisure time can be used to reduce stress at work and at home.

Objectives:

1. Define stress and its causes.
2. Explain how stress can affect individuals and families.

Content:

1. Stress is the body's reaction to anything perceived as formidable. The reaction is physical (heart beats faster and adrenaline is produced) and/or psychological(self-esteem is lowered). These reactions motivate an individual into action.
2. Stress is caused by change, fear, negative attitudes, and perceptions of self and resources.
3. The body reacts the same whether the cause is positive or negative and the reaction is automatic.
4. Stress in families can cause the family to be more supportive of each other or to quit functioning.

Resources:

1. Copies of "Life Events" (one per student)
2. Film or video: Underwood, R. and Maddock, B. (1981). The Stress Mess. Pasadena, CA: Barr Films. 25 minutes. Rental cost: $23.10 from Iowa State University Film/Video Library, 112 Pearson, Iowa State University, Ames, IA 50011, (515)294-1540 Catalog number: S57599F(film) or S57599H(video). Purchase cost: $550.00 from Barr Films, 349 Foothill Blvd., P.O. Box 5667, Pasadena, CA 91107 (213)681-6978. Description: A humorous and factual film that identifies the sources and signs of stress. Time management techniques and other methods of reducing and managing stress are explained.
3. Copies of "The Stress Mess" (one copy per student)
4. Film projector or TV and VCR
5. Overhead Projector

Additional Resources:

Teacher:

Strong, B., DeVault, C., Suid, M. and Reynolds, R. (1983). The marriage and family experience. 2nd ed. St. Paul, MN: West. pp. 437-447, 452-453. Topics: What is stress, coping with stress, sources of stress, and effects on health.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 153-163. Topics: Family stress and management techniques.

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 15-16, 165-166. Topics: Change and stress and stress on the job.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 77-79. Topic: Stress.

Smith, R.M. and Apicelli, M.L. (1982). Family matters: Concepts in marriage and personal relationships. New York: Butterick. pp. 162-181. Topics: What is stress, physiological and psychological responses, stress situations, stressors during adolescence, and how to defend against stress.

Activities:

1. Give each student a copy of "The Stress Mess". Show the video/film, The Stress Mess.

   After viewing the film/video, ask the students the questions from their handout.

   1. What are the signs of stress? (Answer: Upset stomach, headaches, sleepless nights, fatigue, irritability, panic, and nervousness.)

   2. What are 4 ways to control stress? (Answer: Set priorities, delegate tasks, learning to say "no", and learning how to relax.)

   "We discussed setting priorities, delegating tasks, and learning to say "no" during the lesson about time management. We know these are time management strategies."

   "We also will discuss the need for relaxation as well as other health maintenance strategies that help individuals cope with stress."

2. Give each student a copy of "Life Events." Instruct the students to score the 15 life events from most stressful to least stressful. Allow students 5 minutes to work.

   Ask the students to provide their scores of each item and then ask,

   "Would you consider all these stressors negative? Which are and which are not? Are some both positive and negative?"

   "Why do you have different rankings for the same event?" (Answer: People react differently to the same event based upon their fears, negative attitudes, and perceptions of themselves and resources available.)

Conclusion:

"Stress is the body's reaction to anything formidable. The reaction is physical and psychological. The physical reaction is the heart beating faster and adrenaline being produced. The physiological reaction is an individual's self-esteem being lowered. A body reacts the same whether the cause is positive or negative. What is it about these events that makes them stressful?" (Answer: Change, fear, negative attitudes, perceptions of self and resources.)

"Stress in families can cause the family to be more supportive of each other or to quit functioning."

THE STRESS MESS

Directions:

The questions below are answered during the film. Write the answers to each question.

1. What are the signs of stress?

2. What are 4 ways to control stress?

LIFE EVENTS

Name _____ Date _____

Directions:

These 15 life events are related to work and family life. Which events do you perceive to be most stressful and which least stressful? Circle the number that best describes your perceptions. A 5 means the event is most stressful and a 1 means the event is least stressful.

Life Event	Most----------Least				
1. marriage	5	4	3	2	1
2. personal illness or injury	5	4	3	2	1
3. being fired	5	4	3	2	1
4. moving	5	4	3	2	1
5. changing jobs	5	4	3	2	1
6. pregnancy	5	4	3	2	1
7. vacation	5	4	3	2	1
8. death of spouse	5	4	3	2	1
9. trouble with boss	5	4	3	2	1
10. divorce	5	4	3	2	1
11. death of family member	5	4	3	2	1
12. changing responsibilities at work	5	4	3	2	1
13. spouse begins or stops work	5	4	3	2	1
14. family member's illness or injury	5	4	3	2	1
15. outstanding personal achievement	5	4	3	2	1

Unit 2: Balancing Work/Family Roles

Lesson Number 19

Topic: Personal Management Strategies

Goal: Relate how personal management strategies such as health maintenance and planning leisure time can be used to reduce stress at work and at home.

Objectives:

1. Describe how health maintenance strategies can be used to reduce stress at work and at home.
2. Understand the importance of effective use of leisure time in reducing stress at work and at home.

Content:

1. A healthy person is better able to care for family members, make decisions, and reach personal goals.
2. Leisure time is uncommitted time available for activities.
3. Leisure activities include socializing, reading, participating in sports(outdoor and indoor exercise or games), participating in spectator events(movies, plays, sports events, etc.), performing a craft, viewing television, listening to radio, cooking, participating in organizations, and shopping.
4. Families who participate in leisure activities together are developing, expanding, and/or enriching family relationships.
5. Aerobic exercise is rhythmic, repetitive exercise that moves oxygen through the body. The heart rate is pushed to two-thirds its maximum capacity and maintained for 20-30 minutes.
6. Individuals exercise to lose or maintain weight, have fun, gain a healthy self-concept, have ability to do everyday tasks and still have energy for fun or emergencies, and release tension.
7. (Content for the nutritional aspect of health maintenance are included in each of the USDA Dietary Guidelines for Americans.)

Resources:

1. Copies of "Lifestyle Checkup" (one per student)
2. Chalkboard and chalk
3. Poster or large pieces of paper (7 pieces)
4. Markers in a variety of colors
5. Glue or tape
6. Magazines that can be cut into pieces
7. Transparencies 19.1, 19.2, and 19.3

8. Dietary Guidelines for Americans. USDA-Human Nutrition Information Service. Home and Garden number 232-1: Eat a Variety of Foods
232-2: Maintain Desirable Weight
232-3: Avoid Too Much Fat, Saturated Fat, and Cholesterol
232-4: Eat Foods with Adequate Starch and Fiber
232-5: Avoid Too Much Sugar
232-6: Avoid Too Much Sodium

9. Overhead projector

Additional Resources:

Teacher:

Gross, I.H., Crandall, E.W., Knoll, M.M. (1980). Management for modern families. 4th ed. Englewood Cliffs, NJ: Prentice-Hall. p. 254 Topic: Leisure time and its uses.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 132-135, 309-310, 317. Topic: Family recreation, personal health assessment, and activities to do with the family.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 71-77, 237-247, 398-411. Topics: Diet, exercise, nutrients, Daily Food Guide, eating habits, and managing leisure time.

Teacher and Student:

All of these are available through Iowa State University Extension Service and County Extension Service offices.

Jones, R. (1981). Helping families cope with the stress of change. Ames, IA: Iowa State University Cooperative Extension Service. Publication Number PM-1025.

Weigel, R. (1983). Stress on the farm: Exercise for the health of it. Cooperative Extension Service, North Central Regional Extension Publication. Publication Number NCR-192d

Weigel, R. and Mays, S. (1984). Stress on the farm: Stress management for the health of it. Ames, IA: Iowa State University Cooperative Extension Service. Publication Number PM-1172a.

Weigel, R. and Mays, S. (1984). Stress on the farm: Stress management-taking charge. Ames, IA: Iowa State University Cooperative Extension Service. Publication Number PM-1172b.

Weigel, R. and Schnittjer, M. (1984). Stress on the farm: From family stress to family strengths. Ames, IA: Iowa State University Cooperative Extension Service. Publication Number PM-1172e.

Optional Filmstrips:

1. Filmstrip: (1979). Leisure: Using it Productively. Mount Kisco, NY: Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549-9989. 1-800-431-1242.

   Part 1: The Need for Leisure (14 minutes) Description: Leisure is defined and various individuals show how they use their leisure time.
   Part 2: Americans at Leisure (16 minutes) Description: Six people are interviewed. They tell what leisure means to them and demonstrate the activities in which they are involved.

2. Filmstrip: (1981). Your Health: It's Your Responsibility. Pleasantville, NY: Sunburst Communications. 101 Castleton Street, Pleasantville, NY 10570-9971. 1-800-431-1934.

   Part 1: Wellness:What It Is (13 minutes)
   Part 2: Wellness: How to Get It (16 minutes)
   Part 3: Your Wellness Program (14 minutes)

   Description: This series parallels the activities well. There is a self-assessment of habits related to stress management, nutrition, physical fitness, health and safety, and self-image. There are tips about changing habits and attitudes involving the body to increase wellness. This filmstrip does not discuss use of leisure time and its importance.

Activities:

Note to the teacher:

You may wish to meet with the physical education teacher(s) in your school prior to this lesson. Discuss with her/him the information you will present during this lesson to be sure both of you are presenting the same information to the students. You may also wish to have this person provide you with the information necessary to determine the students' optimum heart rate during exercise.

Introduction:

"A healthy person is better able to care for family members, make decisions, and reach personal goals. Healthy applies to both physical and psychological well-being."

1. "What is leisure time?"

   "What are some of the activities you do during your leisure time?"

   "Why is using leisure time effectively important?"

   "What are the benefits of doing leisure time activities with friends? With family?"

   Summarize for the students, "Leisure time is uncommitted time available for activities. The activities are varied and can be very active or passive, such as playing tennis or watching a tennis match. If the activities are done as a family the benefit is developing, expanding, and/or enriching family relationships.

2. Divide the students into seven groups. Tell them to think of at least 5 physical activities that an individual can do most of their adult lives. Allow the groups 5 minutes to work.

   Ask each group to name one activity until all the activities generated by the groups have been named. Write every activity on the chalkboard.

   "What does aerobic exercise mean?"

   "Which of these activities are aerobic?" (Answer: Use Transparency 19.1, "Aerobic Exercise," to show activities that are aerobic. Stop and start activities are not aerobic. Use Transparency 19.2, "Exercise," to show activities that are exercise.)

   "Playing team sports are fine when you are younger. However, you need to find physical activities you enjoy that you can do by yourself or in groups and that can be continued in the later years. Why can't you play basketball, football, or ski downhill all of your life?"

   "Why do we exercise?"

3. Handout "Lifestyle Check-up." Read the directions to the students. "Caffeine is found in coffee, tea, soft drinks, and drugs. Drugs containing caffeine include pain relievers, weight control drugs, alertness drugs, and cold and allergy medications." Ask if there are any questions. Allow the students 5- 10 minutes to work.

After the students have completed their Lifestyle Check-up, tell them,

"Look at your Lifestyle Check-up. Find the items you marked sometimes or almost never. These are the areas of your life that you might like to change. Your homework assignment, It's About Time, from lesson number 14 helped you assess if your life was balanced or not(item 1). Our discussion today should help you consider the importance of items 2-4. Our next activity will help you discover the importance of the behaviors presented in items 5-11. Items 12-14 also are coping strategies for stress. You may wish to take some time to think of some goals you want to achieve in the area of self as discovered through the Lifestyle Check-up."

4. Use the seven groups the class was divided into earlier. Give each group a different copy of the USDA publications about eating a variety of foods, maintaining a desirable weight, avoiding too much fat, eating foods with adequate starch and fiber, avoiding too much sugar, avoiding too much sodium, and drinking alcoholic beverages in moderation.

   Using Transparency 19.3, "Diet, Health, and Stress", instruct the students to create a poster. The students have the rest of the class time and time during the next class. Allow at least 30 minutes for the groups to complete the poster.

   Provide each group with poster board or large piece of paper, markers, magazines to cut up for pictures, and tape or glue. Rulers, compasses, etc, are helpful but not necessary.

AEROBIC EXERCISE

These activities are aerobic if performed vigorously and continuously for 20 to 30 minutes.

tennis
basketball
jumping rope
windsurfing
badminton
vigorous dancing
water skiing
exercise routine
ice skating
field hockey
golf (carry clubs)
judo/karate
jogging
swimming
handball
surfing
racquetball
bicycling
skiing-cross country
walking
roller skating
soccer

Transparency 19.1

EXERCISE

Some of these activities can be aerobic if performed vigorously and continuously to maintain heartrate at 2/3 maximum for 20 to 30 minutes.

canoeing
fishing
rowing
archery
skateboarding
kickball
ballet
volleyball
yoga
hiking
rafting
frisbee
hunting
sailing
horseback riding
softball
stretching
table tennis

Transparency 19.2

LIFESTYLE CHECK-UP

Directions:

Read each item. Decide if you do this almost always, sometimes, or almost never. Write an "X" in the column that describes you best.

	Almost Always	Sometimes	Almost Never
1. I balance my activities among self, family, and work/school.			
2. I take time every day to relax.			
3. I participate in some kind of aerobic exercise at least 3 times a week.			
4. I take time for hobbies and interests.			
5. I eat my meals regularly throughout the day.			
6. I consume little sugar.			
7. I consume little sodium.			
8. I consume little fat.			
9. I consume little caffeine.			
10. I stay within 10 pounds of the recommended weight for my age, height, and sex.			
11. I have someone I can talk to about my problems.			
12. I accept things I cannot change.			
13. I get 7 or 8 hours of sleep each night.			

DIET, HEALTH, AND STRESS

DIRECTIONS: Create a poster about the specific dietary guideline you have been assigned. You will have 30 minutes to complete the assignment.

The poster must follow these rules:

* The writing is legible -- large and neat.
* The information is based on fact.
* If a question is asked, give an answer.
* It is interesting -- art, quiz, chart, etc.
* Write names of group members on back.

You may wish to draw a sample on a sheet of paper before doing the poster.

The poster will be displayed in the room. Group members will be expected to answer any questions the class has about the topic.

Transparency 19.3

Unit 2: Balancing Work/Family Roles

Lesson Number 20

Topic: Personal Resource Management Plans

Goal: Devise a comprehensive personal resource management plan for selected work and family situations.

Objectives:

1. Comprehend the seven dietary guidelines for Americans as established by the United States Department of Agriculture.
2. Devise a comprehensive personal resource management plan for selected work and family situations.

Content:

1. Methods of coping with stress include having emotional support; a well-balanced, nutritionally sound diet; a physically active life; and time for relaxation.
2. A personal resource management plan includes time management strategies, financial management skills and personal management strategies such as health maintenance and planning leisure time.

Resources:

1. Copies of "My Personal Management Plan" (one per student)
2. Posters created by students in lesson number 19.
3. Student goals written during lesson number 8.

Additional Resources:

Teacher:

<u>The General Mills American family report: Family health in an era of stress</u>. Minneapolis: General Mills. Conducted by Yankelovich, Skelly and White, Inc. 1978-79. Topic: Statistical information based on a study.

Gross, I.H., Crandall, E.W., Knoll, M.M. (1980). <u>Management for modern families</u>. 4th ed. Englewood Cliffs, NJ: Prentice-Hall. p. 254 Topics: Leisure time and its uses.

Activities:

1. Allow students the remainder of the 30 minutes to complete their posters. Ask each group to hang their posters in the room.

   Ask the students the following questions about each poster:

   "What is the topic for this poster?"

"What do you like about the poster or what makes it interesting?"

"Read the message on the poster. What is one thing you learned from the poster that you did not know before?"

If there is room in the classroom, leave the posters up for a few weeks.

Summarize for the students, "The U.S. Department of Agriculture has written seven publications that provide you with information to make wiser choices about the foods you eat. Following all seven is a balancing act. This is one more aspect of your life to balance! The seven guidelines will help you maintain a healthy diet."

"What are the methods of coping with stress that we have discussed?"

2. "We have now considered strategies to help you balance your personal activities, money, and time. You will use all these ideas to develop personal resource management plans for a variety of families."

Give each student a copy of "My Personal Management Plan" and the student goals written during lesson number 8. Instruct the students to develop personal resource management plans. Allow the students 20 -30 minutes to work.

Once the students have completed their plans, have some of the students present their case studies and plans.

After several students have presented their plans, ask the class, "With what part of the plan of action or goals did you agree?

"Is there a goal or part of the plan of action you would change?"

"Are all areas of the family's life addressed?

Conclusion:

"Take out a piece of paper and write your name at the top. Write a paragraph that tells me what you learned in this unit. Hand the paragraph in to me."

MY PERSONAL MANAGEMENT PLAN

Directions:

Read your 10-year goals.

Write a scenario that describes your situation in 10 years. Include the ages of the people in your family, anticipated income, who is working, and what material possessions you have (car,house,etc.).

Decide which personal resource management strategies need to be analyzed and for which a plan needs to be written. Your family may need plans written for management of their time, money, and/or health or leisure time.

Remember to analyze your family's activities, set goals, and develop a plan of action and evaluation. Use all of the strategies learned during this unit that are applicable to your situation.

When you share your case study with the class, tell them the following information:

- -what is the situation
- -which strategies you wrote a plan for: time, money, health, and/or leisure time
- -what are your family's goals
- -what is the plan of action
- -what is the evaluation plan

UNIT 3 GOALS

UNIT 3: Work Influences on Family Life

1. Explore reasons why people work.

2. Identify demands and expectations of various types of work that impact personal and family life.

3. Identify supports and benefits offered by employers.

4. Evaluate various life cycle stages to determine the types of benefits that are most important.

5. Understand how federal legislation impacts the benefits provided by employers.

6. Explore factors leading to work satisfaction.

Unit 3: Work Influences on Family Life

Lesson Number 21

Topic: Why People Work

Goal: Explore reasons why people work.

Objectives:

1. Understand the meaning of work.
2. Examine the social, personal, and economic reasons for working.

Content:

1. Work means different things to different people.
2. Work does not always involve pay.
3. People usually work for a combination of economic, social, and personal reasons.

Resources:

1. Copies of "The Meaning of Work" (one per student)
2. Copies of "Julie's Work Profile", "Tim's Work Profile", and "Elaine's Work Profile" (one per student)
3. Chalkboard and chalk

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 244-248, 316. Topics: The meaning of work, motivation, work ethic, and reasons for working.

Strong, B. Devault, C., Suid, M., and Reynolds, R. (1983). The marriage and family experience. St. Paul, MN: West. p. 164. Topics: The meaning of work and U. S. job openings to 1990.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 120-123. Topic: Identifying reasons for working.

Activities:

Introduction:

"What does work mean to you? What are some of the many reasons people are motivated to work? Today we are going to explore some of these questions. You will have an opportunity to express your own meaning of work."

1. Pass out copies of "The Meaning of Work" and divide students into pairs. In each pair, the students will have a speaker/listener sequence in which the speaker will answer questions related to their personal meaning of work (on the worksheet). The listener will take brief notes to summarize the speaker's comments. The roles will then be reversed for 5 minutes.

2. When each member of the pair has had a turn as speaker and listener, have the pairs compare each others' notes for similarities and differences in their meanings of work.

3. Start the discussion of similarities and differences by asking for volunteers to share their examples of work and nonwork. Then ask, " Does work always involve pay?"

4. Bring discussion to a close after 5 minutes by stating "Work means a variety of things to different people. It may or may not involve being paid. In this unit, we will consider work as meaning employment for pay."

5. Ask, "If you were told that you would not have to work and someone would provide for your needs, would you still want to work? Why or why not?" The class may give a variety of reasons such as having control over my own money, self-satisfaction, meeting people, because everyone else works, etc. Write their reasons on the board. "These reasons can be categorized into three main reasons to work- SOCIAL, ECONOMIC, and PERSONAL. Now, let's look at some of these reasons."

6. Give students a copy of "Julie's Work Profile." Read profile aloud and ask students to think about what work means to Julie and her reasons for working. Then ask the questions related to the profile. Call on one student at a time to answer the questions. Remind students that there is no one correct answer.

7. Follow the same procedure with "Tim's Work Profile" and "Elaine's Work Profile".

Conclusion:

"Work means different things to different people. We are motivated to work for many reasons, usually a combination of social, economic, and personal reasons."

THE MEANING OF WORK

Directions:

Divide into groups of two. Each student will take a turn being a speaker and a listener. The student whose name appears first in the alphabet will be the listener first. The listener will ask the speaker the three questions below, one at a time. As the speaker answers, the listener will take brief notes. When the teacher calls time, reverse the roles and begin the activity again. The listener should not comment in any way when the speaker is speaking.

1. What is your definition of work?
2. What are 3 examples of work? What are 3 examples of nonwork?
3. What are 5 rewards for working?

JULIE'S WORK PROFILE

Julie runs a small printing shop near her home. Her customers are local businesses and individuals. She enjoys helping these people meet their needs and is known for her creativity and attention to detail. She could expand her business to a larger area and let someone else deal with customers. There would be more money in expanding and less contact with customers. Julie has decided not to expand her business.

Why do you think Julie will not expand?

Which category of reasons for working is the most apparent?

What would you do?

TIM'S WORK PROFILE

Tim works for a large computer company entering data all day. He makes a very comfortable salary. He has made many friends at work and usually makes plans with them after work. Tim's work is not challenging and he often gets bored. He has been offered another position at a similar company that offers more challenge but a lower salary. He has decided not to take the other job.

Why do you think Tim decided not to take the other offer?

Do you think Tim minds that his work is boring?

What would you do?

ELAINE'S WORK PROFILE

Elaine is a free lance writer who works out of her home. She has a well equipped office that allows her to work undisturbed. She has published a few articles for magazines and makes a good income. She enjoys working alone and considers writing her greatest form of self expression. Elaine considered an office position that would require her to follow a specific format in writing. The salary is greater, more stable, and there would be interaction with other writers. Elaine turned down the offer.

Why did Elaine not accept the offer?

Do you think she is missing out socially?

What would you do?

Unit 3: Work Influences on Family Life

Lesson Number 22

Topic: Impact of Work Demands on Family Life

Goal: Identify demands and expectations of various types of work that impact personal and family life.

Objectives:

1. Identify work demands that influence personal and family life.
2. Explain specific ways that work demands affect family life.

Content:

1. Hours spent at work are the most important workplace demands affecting family life.
2. Job demands and expectations such as work schedule, overtime, travel, relocation, physical and psychological working conditions, and layoff or unemployment also influence family life.

Resources:

1. Copies of "Work Demands" crossword puzzle (one per student)
2. "Work Profiles" from previous lesson
3. Copy of "Work and Family" game
4. Two bowls for placing cut out work demands and family influences from game
5. Copies of "Employer Supports and Benefits" homework assignment (one per student)
6. Chalkboard and chalk
7. Answer sheet for "Work Demands" crossword puzzle

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 266-273. Topic: The influence of work on family life.

Activities:

Introduction:

"We have discussed the meaning of work and reasons for working. In every type of work, there are certain demands and expectations which can affect personal and family life. Today we are going to identify some of these demands and expectations."

1. Pass out crossword puzzle, "Work Demands". Students will have 5 minutes to complete this puzzle the best they can. When students have completed the puzzle go over every word on puzzle, making clear each definition of a work demand.

2. Begin discussion with the first demand on the crossword puzzle. Ask students to consider the profiles of Elaine, Julie, and Tim from the previous lesson. (Work hours - Julie's work hours probably are similar to the business hours of the customers she serves. Tim also probably works an 8-hour day. Elaine, however, has her own hours and may choose to work a few hours a day or more than 8 hours. Overtime - Julie may decide to work overtime if a deadline needs to be met. Tim may be expected to put in overtime on occasion. Elaine sets her own hours so she may work overtime or not, according to her desires and commitments.)

3. Follow the same procedure with each work demand.

4. Now tell students to consider that Elaine, Tim, and Julie each have a spouse and children. Ask what are some of the ways each demand can affect their home life. Create discussion on each demand. (Julie must work overtime to meet a customer deadline. Elaine sometimes works late at night with her family around. Tim must travel to the branch office overnight frequently and is up for a transfer to a new city.)

5. Begin the "Work and Family Game" by dividing students into two teams. Each team will draw a work demand from the first bowl. First they must define it (1 point). Then they must draw an influence from the other bowl. Influences should be put back into the bowl after each use. They will have 30 seconds to describe a logical way in which that work demand can affect family life both positively (1 point) and negatively (1 point). The team with the most points wins.

Conclusion:

"Every family situation is different and is influenced by many of the demands and expectations of work. They can be positive or negative depending on the way a family copes with or manages the demand."

Homework Assignment:

Students are to contact a personnel manager or employer in their town to ask what kind of benefits they offer to employees. Pass out the survey sheet entitled "Employer Supports and Benefits" (The teacher may want to explain the meaning of some of the benefits or the student may ask the interviewed employer for a definition.) The teacher should assign a type of employer to each student so that a variety of types of employers are represented.

Examples of employers include: Florist, fast food chain, insurance company, manufacturing plant, large technological corporation, retail store, fire station, hospital, schools, city hall, libraries, gas stations, churches, etc.

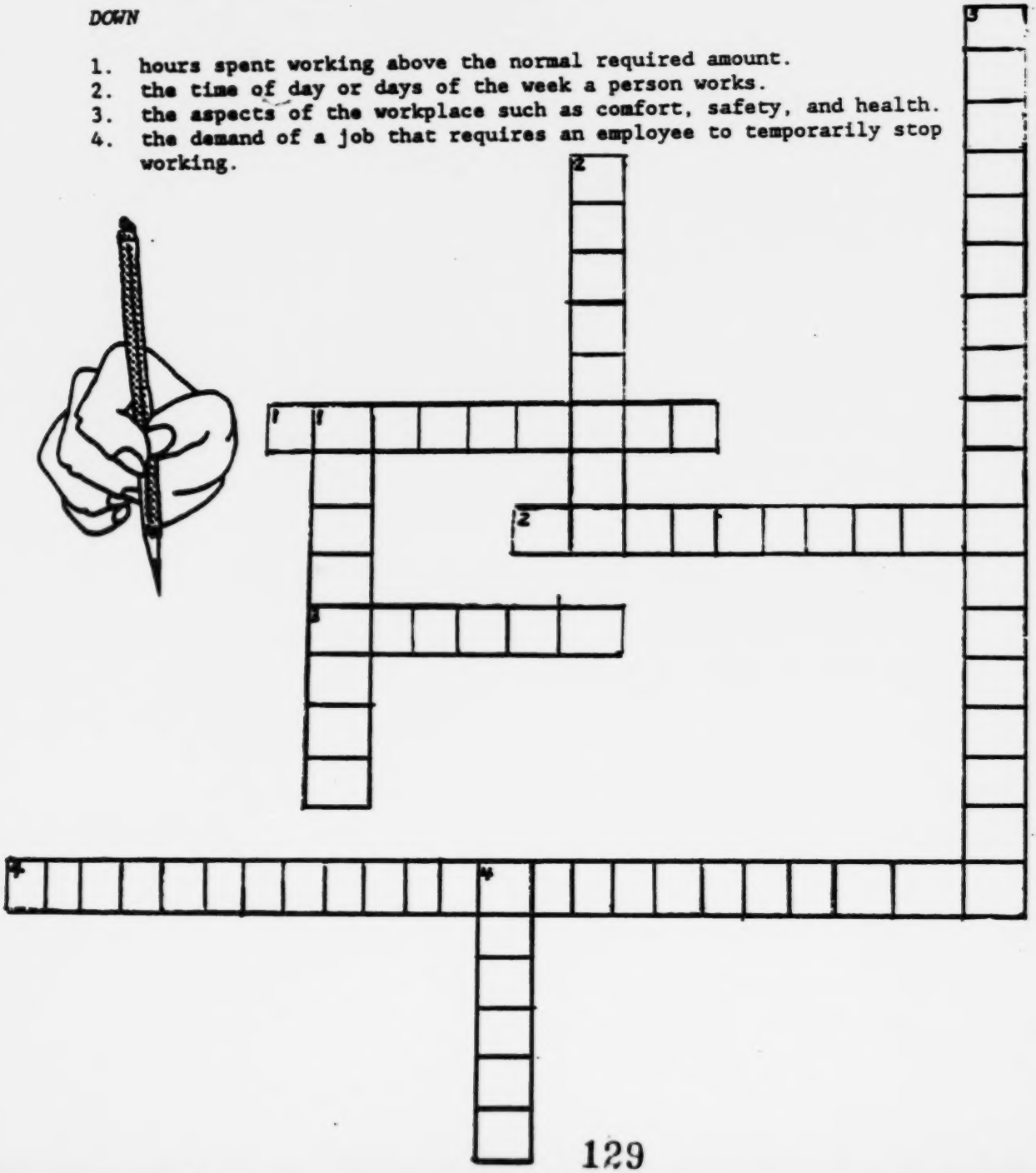
WORK DEMANDS CROSSWORD PUZZLE

ACROSS

1. actual amount of time spent at work
2. expectation of a job requiring the employee to move if necessary.
3. expectation of a job requiring the employee to be out of town.
4. the emotional atmosphere of a workplace.

DOWN

1. hours spent working above the normal required amount.
2. the time of day or days of the week a person works.
3. the aspects of the workplace such as comfort, safety, and health.
4. the demand of a job that requires an employee to temporarily stop working.



Answer Sheet for "Work Demands" Crossword Puzzle

Across

1. work hours
2. relocation
3. travel
4. psychological conditions

Down

1. overtime
2. schedule
3. physical conditions
4. layoff

WORK AND FAMILY GAME

DEMANDS	*INFLUENCE ON FAMILY*
work hours	time spent with spouse
schedule	time spent with children
overtime	time spent with friends
travel	scheduling family activities
relocation	amount of energy
physical conditions	amount of stress
psychological conditions	leisure time
layoff	relationship with spouse
	relationship with children
	economic status
	day care options
	elder care options
	adjustment to surroundings
	time spent on household tasks

EMPLOYER SUPPORTS AND BENEFITS SURVEY

Name _____ Date _____

Directions:

Contact the personnel manager or employer of a business. Ask if they have time to answer some questions regarding the types of benefits they offer to their employees. Tell them this assignment is for your work and family class at school. If you do not understand what the benefit actually means, ask the person you are interviewing.

Please describe briefly any benefit you provide to your employees related to the following:

Insurance:

Paid Vacation:

Sick Leave:

Parental Leave:

Holidays:

Flexible Work Hours and Schedules:

Job Sharing:

Child Care Options:

Elder Care Options:

Employee Assistance Programs:

Savings and Retirement Options:

Cafeteria Plans:

Is there any other form of assistance to employees in helping them balance their work and home life? If so, please describe briefly.

Unit 3: Work Influences on Family Life

Lesson Number 23

Topic: Employer Supports and Benefits

Goal: Identify supports and benefits offered by employers.

Objectives:

1. Define benefits such as parental leave, insurance, flexible work hours and schedule, job sharing, sponsored day care, elder care options, employee assistance programs, savings programs, retirement programs, sick leave, paid vacation.
2. Recognize that employers vary in the type of benefits offered.

Content:

1. In addition to pay, many employers provide benefits to their employees that can assist them in balancing their work and home life.
2. Generally speaking, employers who hire large numbers of workers are able to offer a wider variety of benefits.
3. Employers who hire smaller numbers of employees may offer special supports or benefits that are tailored to the needs of their employees.
4. Employers are becoming increasingly aware that the productivity and satisfaction of employees can depend on the type of support and benefits offered.

Resources:

1. Completed homework assignment, "Employer Supports and Benefits"
2. Chalkboard and chalk

Additional Resources:

Teacher:

Kamerman, S. and Kahn, A. (1987). The responsive workplace: Employers and a changing labor force. New York: Columbia University Press. pp. 37-63, 226. Topics: Employee benefit plan overview and work schedules.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 285-289.

Activities:

Introduction:

"We have been discussing how the demands and expectations of work can influence home and family life both positively and negatively. Many employers are aware that their employees are more productive and satisfied if there are supportive benefits or policies that contribute to the well being and stability of families. You have had a chance to survey some employers to see what they do offer."

1. Call on one student to name the type of employer represented by the person they interviewed. Ask the student to tell briefly what the employer does and does not offer to employees. How did the person respond to the last question, "Is there any unique form of assistance offered to help employees balance their work and home life?"

2. As each student is called on, make a list on the chalkboard showing type of employer, type of benefits, and other assistance provided.

3. When all students have had an opportunity to share their survey results ask, "What types of benefits do you see as most common? What types of businesses offer the most complete package of benefits? Are there any unique benefits that may have been created out of employees' needs?"

4. Take time to discuss each benefit listed and ones that may not have been given. Many employers offer some form of insurance or unpaid maternity leave. However, many companies are beginning to offer unique types of benefits that suit the diversity of needs of their employees. Some examples of unique benefits may be use of a company car, health facilities for families, expense accounts, employee dining rooms, paid babysitting for overtime, etc.

Conclusion:

"Many employers today are responding to the needs of their employees in an effort to provide supportive benefits that can assist individuals and families in dealing with their home and family life."

Unit 3: Work Influences on Family Life

Lesson Number 24

Topic: Employer Supports and Benefits

Goal: Evaluate various life cycle stages to determine the types of benefits that are most important.

Objectives:

1. Examine various employer supports and benefits needed at different stages of the work/family life cycle.
2. Recognize that employer supports and benefits can increase family income level.

Content:

1. Different life cycle stages need different types of supports and benefits.
2. Some employers offer their employees a benefit plan that allows them to choose the benefits most important to their work/family life cycle stage.
3. Having employer supports and benefits suitable for the varied needs of employees can facilitate balancing work and family life.
4. Employer supports and benefits can add to the total family income level by reducing out of pocket expenses.

Resources:

1. Copies of "What are Their Needs?" (one per student)
2. Chalkboard and chalk
3. Copies of "Budgeting Your Lifestyles" from lesson number 16

Activities:

Introduction:

"Not every individual or family needs the same supports or benefits from their employer. The stage of the family life cycle will influence the type of benefits most important to each individual or family. For instance, a couple with no children does not need child care assistance from their employer."

1. Pass out copies of "What are Their Needs?" Call on one student to read the first example. Ask, "What types of benefits do you think are going to be most important to Renee? Why? How would having this benefit help her balance her work and family life?"

2. Follow the same procedure with each example.

3. Ask, "If you were a single adult working for an employer who offered child care benefits to employees with children but no benefit comparable for you, do you think that would be fair to you? Why or why not?" Create discussion on why or why not it would be fair. Then ask, "How do you think an employer might be able to offer benefits that were appropriate to different stages of the family life cycle?" (Answer: Cafeteria or flexible plans.)

4. Explain cafeteria or flexible plans by telling students, "At different stages of the life cycle your needs may be different. Child care or flexible work hours may not be important now, or when you have launched children into homes of their own, but at one stage they may be very important. Just as retirement or pension plans may have not great importance to you now, the closer you get to retirement the more you will want to plan for it."

5. Ask students to think about what they are going to look for regarding supports and benefits when they enter the job market. Will these supports and benefits suit both their present and future needs? Tell them to imagine that they have just been hired by an employer whose policy is to let every employee choose 5 of the benefits listed on "Employer Supports and Benefits Survey." Write the benefits on the board for reference. Students will select 5 of these benefits and write 2 sentences on each benefit to justify why they would choose that benefit to help balance their personal/family work life. Allow 10 minutes for the activity.

6. Ask for a show of hands in tallying each benefit to determine which benefits were chosen most often and why. Share results by posting the number of times it was chosen on the board next to the benefit.

7. Ask, "Are you surprised by our results? Why do you think they came out this way?" Help students to recognize that different benefits will be important to them at different stages of their work/family life cycle.

8. Ask, "If your employer offered no benefits whatsoever, but offered a salary or wage that that was $100 per month higher than the average wage or salary for that job would you feel that would be sufficient to cover the benefits you need? Why or why not?" Have students refer back to "Budgeting Your Lifestyles" from lesson number 16. Encourage students to think back over some of the costs of child care, medical insurance, savings options, paid vacation leave, etc. Create examples of some of the costs of these items added to a family's total monthly expenses and compare these figures to an extra $100 per month. Students should be helped to see that some of the indirect ways that an employer helps add to a family's total income level.

Conclusion:

"Examining the benefits offered by employers is an important part of determining which supports and benefits are most important. Individuals and families have different needs and different goals. A particular support or benefit can influence the way an individual or family balances their work and family life."

WHAT ARE THEIR NEEDS?

1. Renee has a 3-month old daughter and is ready to return to work. She would like to work part-time but many companies hire only full-time employees.

2. Tom's elderly father lives with him and is fully supported by him. His father needs surgery and will need some care after he comes home from the hospital. Tom would like to be able to take a leave from work to help care for his father.

3. Margaret is required to be at work by 8:00 am and it takes her 45 minutes to drive. Her 6 year old son does not have to be at school until 9:00 am. She would like to be able to stay with him in the morning before school and arrive 1 hour later to work. She would make up the time in the afternoon by staying 1 hour later.

4. Sam and Debbie have worked for more than 30 years and are planning to retire next year. They would like to be able to travel and not worry about their decrease in income.

5. Phil and Diane are adopting a baby soon. Both would like to spend time with their newborn without fear of losing their jobs.

6. Joan is returning to work after being home with her 2-year old son. She would like to find a day care that is close enough to work so she could visit her son during her lunch hour.

Unit 3: Work Influences on Family Life

Lesson Number 25

Topic: Legislation Affecting Employee Benefits

Goal: Understand how federal legislation impacts benefits provided by employers.

Objectives:

Become familiar with some of the laws regarding what benefits employers must provide.

Content:

Child labor laws, the minimum wage law, the Social Security Act, safety and health laws, private pension and welfare benefit laws, and other labor laws were established in response to societal interest in prevention of exploitation by employers.

Resources:

1. Copies of pamphlets obtained from U.S. Department of Labor, The Social Security Administration, Equal Employment Opportunity Commission, Occupational Safety and Health Administration (See Appendix B information on how to obtain these pamphlets.)
2. Copies of "Federal Labor Legislation Assignment" for extra credit (one per student)

Additional Resources:

Teacher:

Bureau of National Affairs, Inc. (1986). Work and family: A changing dynamic. A BNA Special Report. Washington, DC: author. pp. 201-232. Topic: Employee benefits.

Student:

Campbell, R. and Thompson, M. (1987). Working today and tomorrow. St. Paul, MN: EMC. pp. 152-158, 185-186, 192-195. Topics: Social Security, State government plans, child labor laws, unsafe work environments, and the Occupational Safety and Health Administration.

Activities:

Introduction:

"In this lesson, you will be conducting research on some of the federal laws and how they have influenced work and family life. Some of the benefits we have today like child labor laws, the minimum wage laws, Social Security, safety and health laws, private pension and welfare

laws, and others were established in response to societal interest and needs. We are going to learn a little more about some of these laws and bills by participating in group research on each topic. Then each group will have an opportunity to present their research along with a poster created to help the class better understand more about the bill or law."

1. Divide students into 6 groups. Assign each group a research topic and announce to the entire class that the remainder of the class time is going to be spent researching more about their topic using the reading materials. Topics to choose from:
   -the Social Security Act
   -the Minimum Wage laws
   -Occupational Safety and Health laws
   -Private pension and welfare laws
   -Child labor laws
   -The Family and Medical Leave Act
   -Age and Sex discrimination

2. Tell students that by the end of the class period they will hand in a rough draft of their plan for presenting their research, including an idea for their poster to help explain their topic, the names of each student in their group and what their specific responsibility will be. Tell them that they will present their research in the next lesson, explain their poster, and respond to questions from the class. Allow 10 minutes for each presentation.

3. As an extra credit homework assignment pass out copies of the "Federal Labor Legislation Assignment" and explain to the class that the questions on the assignment are to be answered in a 100-word paper. They are to answer each question as well as their sources will permit. The assignment will be due in two days.

FEDERAL LABOR LEGISLATION ASSIGNMENT

Extra Credit Homework Assignment

Directions:

In a 100-word paper make sure the following questions are addressed about the bill or law you have chosen to research.

1. When was the bill first introduced?

2. How long did it take to pass in Congress? (If not passed, how long has it taken to get it where it is today?)

3. What groups or individuals supported the bill? Why?

4. What groups or individuals were opposed to it? Why?

5. What societal interest or issue was the concern for making this a law? (Why was there a perceived need for the law?)

Take another look

Unit 3: Work Influences on Family Life

Lesson Number 26

Topic: Legislation Affecting Employee Benefits

Goal: Understand how federal legislation impacts benefits provided by employers.

Objectives:

Become familiar with the federal laws regarding what benefits employers must provide.

Content:

1. Over the years, many laws have been passed to protect individuals and families in the workplace.
2. Federal laws regarding the safety and welfare of employees in the workplace have had an impact on families both positively and negatively.

Resources:

Research presentations from 6 groups.

Activities:

Introduction:

"Today you will be presenting your research topics and the class will have an opportunity to ask questions related to your research. As your group is called on to present, you will have 10 minutes in which to talk about your topic, poster, and respond to questions."

1. Call on the first group to present their research. Encourage students to ask questions.

2. The final questions asked, after each presentation, should be, "How do you think this law has helped families in balancing their work and home life? How has it influenced work and family life negatively?"

Conclusion:

"The Federal government has often intervened at the workplace in order to insure that employees are not being unduly subjected to unsafe conditions and also to insure that the welfare of individuals and families is being considered by employers. Sometimes these laws are necessary to insure a minimum standard for all employees."

Unit 3: Work Influences on Family Life

Lesson Number 27

Topic: The Family and Medical Leave Act

Goal: Understand the basic provisions of the Family and Medical Leave Act

Objectives:

1. Examine the possible impacts of the Family and Medical Leave Act on the family and the workplace.
2. Identify the provisions of the Family and Medical Leave Act.

Resources:

1. Copies of "What is the Family and Medical Leave Act?" (one per student)
2. Names and addresses of U.S. Congressmen provided from list of suggested resources
3. Chalkboard and chalk

Additional Resources:

Teacher:

Cullen, M. T. (1987). ILR Report. New York State School of Industrial and Labor Relations. Ithaca, NY: Cayuga Press. pp. 28-33. Topic: The Family and Medical Leave Act.

Activities:

Introduction:

"There is a bill before the U. S. Congress that is designed to entitle employees to family or medical leave from their job in certain cases involving a birth, adoption, or serious health condition of a family member without fear of losing their job because of this leave. There is much controversy over this bill and today we will examine some of the possible impacts this bill might have on the family and the workplace."

1. Hand out copies of "What is the Family and Medical Leave Act". Students should be allowed 10 minutes to read this summary of the bill.

2. After reading the summary of the bill begin discussion by asking the question, "Do you understand the basic provisions of this bill?" Make a list on the board of the reasons an employee may take leave from their job (birth, adoption, serious health condition). Ask, "Why do you think individuals might want to have a bill like this

passed? (adjustment to childbirth, bonding with baby, reducing stress in a crisis situation for families). "What reasons do you think employers might have for not wanting the Federal government to mandate this kind of standard?" (costs too much, having to train temporary employees, etc). "Why do you think employers might want to allow their employees this kind of leave?" (allows employees needed time to adjust to family events, increase in productivity, loyalty of employees, etc.) Discussion on this bill should take about 15 minutes.

3. Write the names and addresses of U. S. Congressmen on the board. Tell students to choose one of the Congressmen and construct a real letter to be sent. This letter should express the support or non-support of this bill. The student should give reasons for their support or non-support in the letter.

4. At the end of the period collect the letters and review them for content. The letters may be mailed to the Congressmen together.

Conclusion:

"Becoming familiar with laws and how they will effect your family life and work life is important. The Family and Medical Leave Act, if passed, will have a great impact on the family and the workplace. Individuals should be informed about the impact of this bill on their own life situation."

What is the Family and Medical Leave Act?

(H.R. 925, S. 249)

The Family and Medical Leave Act (FMLA) is a bill currently under examination in the U. S. Congress. The issues related to this bill are gaining considerable attention because they are concerned with the idea that this country should establish a federal standard concerning parental and medical leave.

The FMLA would establish a federal minimum standard for unpaid leave from work under certain specific circumstances. The bill provides for two kinds of unpaid leave: family and medical leave. An employee is eligible for family leave under three circumstances - after the birth or adoption of a child, for the care of a seriously ill child, or for the care of a seriously ill parent. Family leave can be taken for up to 18 weeks over a 2-year period. An employee is eligible for medical leave when he or she has a serious health condition in the family requiring the continued supervision of a health care provider. Medical leave can last up to 26 weeks over a 1-year period. The only direct cost of the leave to employers is the requirement for continuation of pre-existing health insurance during the period of leave on the same basis as it was provided prior to the leave.

Neither the medical leave nor the family leave need be taken all at one time but can be taken as appropriate within the overall limits of the time. For example, a mother who takes 10 weeks of family leave after the birth of a child can still take up to 8 weeks of leave within the 2-year period should her child become seriously ill. Workers availing themselves of leave must be reinstated to the same or equivalent position upon returning to work.

Several provisions of the bill are intended to accommodate concerns raised by the business community. Employees working for companies with fewer than 15 employees are not covered by the bill. Employees are required to give reasonable notice whenever possible of their intention to take leave. An employer can also require that an employee take paid vacation leave or other appropriate paid leave before taking unpaid leave, with the paid leave offsetting the total period of leave required in the bill. For example, an employer providing 4 weeks of annual paid vacation leave and three weeks of paid parental leave, can require that an employee utilize the 7 weeks of paid leave before taking the unpaid leave. After taking the paid leave, the employee would be entitled to no more than 11 weeks of unpaid leave. The bill also provides that an employer may limit the total combined amount of family leave and medical leave an employee may take over a year to 36 weeks.

The FMLA addresses the new predicaments faced by families by turning to traditional labor laws. It is based on the same principle as the child labor laws, the minimum wage, the Social Security Act, the safety and health laws, and private pension and welfare benefit laws,

and other labor laws which establish minimum standards for employment. As with family leave, the inclusion of medical leave in the bill was motivated by concern about the family. Affording a worker minimal job security under such circumstances is a sensible and practical way to spare a family considerable pain.

Many employers already have leave policies which exceed the requirements of the bill. A 1986 survey by Catalyst, a non-profit research organization, found that more than 95% of the Fortune 1500 largest companies provided their workers with disability leave and 52% provided maternity leave in addition to disability leave.

There is significant opposition to the FMLA by elements of the business community. Led by the U. S. Chamber of Commerce, it is claimed that the bill reduces needed flexibility; that it would cost too much, especially for small employers; that employers make leave available without a federal standard; that it would lead to discrimination against women; and that mandating employers to provide unpaid leave represents a new departure in labor law with serious implications for the future. Such arguments were also raised when other labor standards were before Congress.

Supporting the bill is a broad coalition for organizations that includes women's groups, disability groups, labor unions, senior citizens and religious groups, as well as many employers. In all, more than 150 organizations have endorsed the bill. Providing leave assists employers in retaining loyal and experienced workers. It also has been shown to result in productivity gains as well as saving costs for recruiting, hiring, and training replacement workers. Even if the FMLA does not succeed in the current Congress it is only a matter of time before this country enacts a national policy on family and medical leave.

Clay, W. L. and Feinstein, F. L. (1987). The family and medical leave act: A new federal labor standard. ILR Report, *25(1), 28-33.*

Unit 3: Work Influences of Family Life

Lesson Number 28

Topic: Work Satisfaction

Goal: Explore factors leading to work satisfaction.

Objectives:

1. Name factors that can contribute to work satisfaction.
2. Understand the difference between intrinsic and extrinsic forms of work satisfaction.

Content:

1. Work satisfaction means having a meaningful work experience.
2. Factors leading to work satisfaction include ability to work independently, autonomy, recognition, advancement, good relationships with co-workers, pleasant working conditions, adequate pay, etc.
3. Factors leading to work dissatisfaction include inadequate salary or pay, no opportunity for advancement, repetitive tasks, close supervision, lack of control over one's own development, not getting along with co-workers, and hazardous working conditions.

Resources:

1. Copies of "The Perfect Job" (one per student)
2. Chalkboard and chalk
3. Transparency 28.1
4. Overhead projector

Activities:

Introduction:

"Previously we talked about the fact that people work for social, economic, and personal reasons. Some of these reasons have factors that contribute to work satisfaction. Some factors will increase satisfaction if they are present and some will increase dissatisfaction if they are not present."

1. Hand out copies of "The Perfect Job". Students will have 10 minutes to create the perfect job using criteria on the worksheet. Students should NOT put their name on this paper.

2. Teacher will collect the papers and redistribute papers. Check to see that no one has their own paper.

3. Tell students to read the job description. Then ask the student, "Would you be satisfied with that job? Why or why not? What particular aspects about that job do you find satisfying? Dissatisfying?"

4. Follow the same procedure with several of the job descriptions. As students give their answers, write them on the board under the columns "Satisfaction" and "Dissatisfaction."

5. Show Transparency 28.1 with the definitions of intrinsic and extrinsic. Read the definitions and ask students if they understand the meanings. State, "Now we are going to apply these definitions to some of the factors leading to work satisfaction."

6. Then ask which of these factors do you think would be an intrinsic factor (Answers: Recognition, advancement, enjoying the work itself). Which would be extrinsic (Answers: Money, working conditions, etc.). Create discussion around the idea of why money would be an extrinsic factor and why advancement with an increase in pay would be intrinsic.

Conclusion:

"Work satisfaction can come from a variety of factors. Because individuals work for different reasons, different factors will be important to their work satisfaction. If these factors are absent in a work situation they can lead to dissatisfaction."

THE PERFECT JOB

In creating your perfect job please consider the following:

a. What kinds of skills, talent, knowledge does it require?
b. What type of education does it require?
c. Will it allow social contact with others?
d. What kind of income does it provide in relation to other types of work?
e. What types of hours will you work? Is there overtime, travel, moving possibilities, dangerous conditions or environment?
f. Do you work independently or with others?
g. Does someone supervise you directly?
h. Can you advance or be promoted?
i. How much personal responsibility or decision-making do you have?
j. What kind of atmosphere do you work in? (indoors, outdoors, office, store, factory, etc.)

INTRINSIC AND EXTRINSIC

INTRINSIC - a belief or feeling that has worth in its own right

- Dimensions of Life, 1985

EXTRINSIC - a belief or feeling that has worth because it is a means to gain other values or desired results

- Dimensions of Life, 1985

Transparency 28.1

UNIT 4 GOALS

Unit 4: Family Influences on Work Life

1. Explain ways family life influences career choices.
2. Explain ways family life influences the development of attitudes toward work.
3. Identify how family life skills such as communication, conflict resolution, and interpersonal relationships are valuable for the workplace.
4. Identify typical household and child care responsibilities and who performs each task.
5. Analyze how sharing household and child care responsibilities can assist individuals in combining work and family responsibilities.
6. Explore factors contributing to family satisfaction.
7. Recognize the reciprocal relationships between work satisfaction and family satisfaction.

Unit 4: Family Influences on Work Life

Lesson Number 29

Topic: Family Influences on Career Choices

Goal: Explain ways family life influences career choices

Objectives:

1. Identify family-related variables that affect career choices.

2. Identify variables not related to the family that affect career choices.

Content:

1. Variables related to the family which may affect career choices include socio-economic status, geographic location, genetic inheritance, family background, family composition, parental attitudes, and familial encouragement and support.

2. Variables not related to the family that may influence career choices are friends, media, school, interests, and activities.

Resources:

1. Homework assignment, "Interview with My Parent"
2. Copies of "Family Influences on Career Choice" (one per student)
3. Transparency 29.1
4. Overhead projector
5. Homework assignment, "The Tasks I Perform in the Home"

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 35-37. Topic: Sources of values.

Activities:

Introduction:

"During the next weeks, we will be finishing our discussion of balancing work and family. The final unit considers the family's influence on work life."

1. Ask the students to look at their homework assignment "Interview with My Parent."

   Ask, "What are some of the ideas your parent expressed concerning work and career choices?"

"What are your views of work and how did your parents influence your views?"

"What career choices are you considering and how did your parents influence your choice?"

2. "Your homework assignment gave you the opportunity to ask your parent his/her ideas and beliefs about work and career choice. Then, you considered how your parent has influenced your views of work and career choice. Now, you will consider how much other family-related variables have influenced your career choice."

   Give each student a copy of "Family Influences on Career Choices." Read the directions to the students and ask if there are any questions. Allow the students 10 minutes to work.

   After the students have finished, ask, "How much influence has geographic location had? How has it influenced you?"

   Continue this form of questioning for each of the areas: socio-economic status, genetic inheritance, family background, family composition, parental attitudes, and familial encouragement and support.

   Using Transparency 29.1, "Family-Related Variables that Affect Career Choice," tally the students' responses to the next question.

   "Which area has had the greatest influence?" (Determine which area is perceived as the greatest influence by the class.)

3. "The family has a great influence on our work and career choices. Family-related variables which may affect career choice include socio-economic status, geographic location, genetic inheritance, family background, family conposition, parental attitudes, and familial encouragement and support. But, there are other influences in our lives that are not related to the family."

   "What are other influences in your life that affect career choices?" (Answer: Friends, media, school, interests, and activities.)

   "How have friends influenced your career choice? Media? School? Interests? Activities?"

Conclusion:

"Many influences affect an individual's views about work and career choice. Many family-related variables govern our views about work and the choices we will make about our own career."

INTERVIEW WITH MY PARENT

Name_____ Date _____

Directions:

Part A: Ask one of your parents the questions below. Write his/her answer in the space provided. Part B: Write a paragraph describing your response to each question.

Part A:

1. What ideas and beliefs would you like to share with me about work and career choices?

2. What did you learn from your parents about work and career choices?

Part B:

1. What are your views about work? How did your parents influence your view?

2. What career choices are you considering? How did your parents influence your choice?

FAMILY INFLUENCES ON CAREER CHOICES

Directions:

Family-related variables that may affect your career choices are listed below. Read each item. Decide if each variable has influenced your career choices a lot, a little, or not at all and place an X in the appropriate blank.

	A lot	A little	Not at all
Geographic Location			
1. Living in a rural, urban, or surburban community	_____	_____	_____
2. Living in Iowa	_____	_____	_____
Socio-economic Status			
1. Social class	_____	_____	_____
2. Father's career	_____	_____	_____
3. Mother's career	_____	_____	_____
Genetic Inheritance			
1. Gender, male or female	_____	_____	_____
2. Race	_____	_____	_____
3. Physical characteristics such as height, weight, attractiveness or disability	_____	_____	_____
4. Health	_____	_____	_____
Family Background			
1. Nationality	_____	_____	_____
2. Religious affiliation	_____	_____	_____
3. Political affiliation	_____	_____	_____
4. Ethnic group	_____	_____	_____
5. Family traditions or customs	_____	_____	_____

	A lot	A little	Not at all
Family Composition			
1. Family type such as two natural parents, single parent or blended family	_____	_____	_____
2. Family size	_____	_____	_____
3. Birth order	_____	_____	_____
Parental Attitudes			
1. Toward work	_____	_____	_____
2. Toward career	_____	_____	_____
3. Toward me	_____	_____	_____
Familial Encouragement/Support			
1. Parents' expectations for me	_____	_____	_____
2. Other relatives' expectations for me	_____	_____	_____
3. Parents' support	_____	_____	_____
4. Other relatives' support	_____	_____	_____

FAMILY-RELATED VARIABLES THAT AFFECT CAREER CHOICE

Geographic location

Socio-economic status

Genetic inheritance

Family background

Family composition

Parental attitudes

Familial encouragement and support

Transparency 29.1

THE TASKS I PERFORM IN THE HOME

Name _____ Date _____

Directions:

Record the time you begin and end each tasks you are expected to do in the home. Examples of tasks include making your bed, washing dishes, babysitting a younger brother or sister, and taking out the garbage.

Begin today and keep track for 7 days. At the end of 7 days, add all the time spent doing these tasks. This is the total amount of time you spent doing tasks at home.

Day	Task	Begin Time	End Time	Amount of Time

Total time spent in 7 days: _____ hours _____ minutes

Unit 4: Family Influences on Work Life

Lesson Number 30

Topic: Family Life Influences on Attitudes Toward Work

Goal: Explain ways family life influences the development of attitudes toward work.

Objectives:

1. Identify qualities that are important in work.
2. Examine personal employability quotient.
3. Explain ways family life influences the development of attitudes toward work.

Content:

1. Employers have identified qualities that are important in work. (See handout, My Employability Quotient, for a list.)
2. Individuals are a product of their family. The family's customs, traditions, and attitudes shape a family members' beliefs and behaviors both at home and at school or work.

Resources:

1. Video/Filmstrip: (1982). On-the-Job Survival Skills. Pleasantville, NY: Sunburst Communications- Pleasantville Media. 101 Castleton, Pleasantville, NY 10570-9971 1-800-431-1934. Cost: $139 for video; $119 for filmstrip. Part 1: Expectations and Attitudes (12 minutes) Description: Job-related problems frequently experienced by first-time job holders are demonstrated through real life situations.. Part 2: Using Your On-the-Job Survival Skills; 16 minutes. This filmstrip could be used during lesson number 33. It shows how to get along with co-workers and supervisors and cope with conflicts.
2. Chalkboard and chalk
3. Copies of "My Employability Quotient" (one per student)
4. Transparency 30.1
5. Overhead projector
6. TV and VCR or filmstrip projector and tape player

Additional Resources:

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 247-248, 273-279. Topic: Work ethic, effects of family on work, and family values and goals.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 133-134. Topics: Employer expectations and personal characteristics.

Russon, A.R. and Wallace, H. R. (1981). Personality development for work. 5th ed. Cincinnati: Southwestern. pp. 53-69, 81-86, 109-119. Topics: Standards of conduct, importance of positive attitudes, and developing productive work habits.

Kimbrell, G. and Vineyard, B.S. (1978). Entering the world of work. Bloomington, IL: McKnight. pp. 73-77 Topic: Personality traits important in the workplace.

Herr, E.L., Ed. (1980). Your working life: A guide to getting and holding a job. New York: McGraw-Hill. pp. 43-44 Topic: Where you learn your values.

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 24-29, 161-163. Topics: Personality traits and aptitudes, importance of attitude in the workplace.

Activities:

1. View video/filmstrip, On-the-Job Survival Skills, Part 1. Allow time to discuss the four questions included during the video/filmstrip. Instruct the students to take notes on the qualities employers want in an employee.

   After the video/filmstrip write on the chalkboard, "Important Personal Qualities in Work." Have each student tell one of the qualities listed during the video/filmstrip. Continue around the room until the students' lists are exhausted.

   Optional activity in place of video/filmstrip: Write on the chalkboard, "Important Personal Qualities in Work."

   "Think about the personal qualities that employers consider important. An employer can be the parents of children for whom you babysit, the people for whom you mow their lawn or shovel their driveway, your parents, or any of the other employers you may have."

   "We'll begin with (student's name) and continue around the room. Each person is to tell the class one example of a personal qualtiy that is important at work. We will keep listing examples until you can think of no more." Write the examples on the chalkboard under the heading, "Important Personal Qualities in Work."

2. Give each student a copy of "My Employability Quotient."

   "Let's look at the list we just created. Are there qualities that we did not identify? What are they? Do we have examples on the chalkboard that are not listed on your handout? What are they?" (There may be some discussion by the students that not all of the qualities are considered important by all employers. Honesty may be one of these. The students would then need to consider ethics in the workplace.)

   Read the directions to the students and allow 5-10 minutes for the student to complete their inventory.

   After the students have finished the inventory, tell them, "The qualities on which you described yourself as doing sometimes, rarely, or never are ones for which you may wish to set personal goals to obtain. These are important qualities in the workplace."

   "Your attitudes about honesty, cooperation, reliability, etc. are judged by your behaviors. How you behave is a deciding factor in an employer's decision to hire and keep you employed."

3. Divide the students into groups of 3 or 4. Using Transparency 30.1, "Influence of Family Life on Attitudes," have the groups identify ways family life has influenced their attitudes. Allow the students 5 minutes to work.

   Ask, "How did your family life influence the development of your attitudes?" Share examples related to attitudes. Share examples related to customs or traditions.

Conclusion:

"Your attitudes are very important in the workplace. There are qualities that employers have identified as desireable and important. We discovered that family life is an important influence on the development of your attitudes. The activities in which you have been involved since early childhood will shape your attitudes and performance in the workplace."

MY EMPLOYABILITY QUOTIENT

Directions:

The qualities listed are identfied as most important by employers. Rate you own personality. Place a check in the column that best describes you.

I am...	Agree	Disagree
1. cooperative	_____	_____
2. loyal and dedicated	_____	_____
3. honest and conscientious	_____	_____
4. responsible, dependable, and reliable	_____	_____
5. enthusiastic	_____	_____
6. initiative and independent	_____	_____
7. able to understand and follow directions	_____	_____
8. ambitious	_____	_____
9. adaptable and resourceful	_____	_____
10. able to accept criticism	_____	_____
11. considerate and courteous	_____	_____
12. accurate and concerned about quality	_____	_____
13. pleasant, cheerful, and friendly	_____	_____
14. patient and tolerant	_____	_____
15. neat in appearance and manner	_____	_____
16. poised and tactful	_____	_____
17. efficient and productive	_____	_____
18. punctual and arrive to work every day on time	_____	_____

INFLUENCES OF FAMILY LIFE ON ATTITUDES

Directions: Write the names of your group and today's date at the top of a piece of paper.

Choose the recorder/spokesperson by finding the shortest person in your group.

Read the question below. Write the question and your group's answer on your paper.

How did your family life influence the development of your attitudes? Consider your family's attitudes, customs, and traditions.

Transparency 30.1

Unit 4: Family Influences on Work Life

Lesson Number 31

Topic: Communication in the Workplace

Goal: Identify how family life skills such as communication, conflict resolution, and interpersonal relationships are valuable for the workplace.

Objectives:

1. Recognize the basic principles of human communication.
2. Identify how the family life skill, communication, is valuable for the workplace.

Content:

1. Communication is body language, facial expressions, and the spoken word. Nonverbal(body language and facial expressions) and verbal messages must be congruent.
2. Communication involves both a sender and a receiver.
3. Skills the sender utilizes for effective communication are organizing thoughts, speaking clearly, using words the receiver understands, making sure the message is understood, and asking the receiver for feedback.
4. Skills the receiver utilizes for effective communication are looking at the person; listening carefully; asking for repetition if the message is not understood; making sure the message is understood correctly; and checking with the sender, when finished, to see if the message was understood.
5. Incongruent verbal and nonverbal messages can lead to misunderstandings and conflict.
6. Not utilizing the skills outlined for sender or receiver can lead to misunderstandings and conflict.
7. Good working relationships require interaction and depend on effective communication.
8. Communication skills are first learned from and refined in the family.

Resources:

1. Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 83-102, 106. Topic: Communicating effectively. Optional reading: pp. 148-153. Topic: Family communication.
2. Copies of "Communicating at the Workplace" (one per group)
3. Copies of "Communication" (one per student)

Additional Resources:

Student:

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 163-164. Topics: Communication in the workplace.

Herr, E.L. Ed. (1980). Your working life: A guide to getting and holding a job. New York: McGraw-Hill. pp. 302-317 Topic: Communication.

Judge, S. (Ed.) (1988). Life mangement. Englewood Cliffs, NJ: Prentice-Hall. pp. 36-40, 126. Topics: Communication skills and communication in the workplace.

Russon, A.R. and Wallace, H.R. (1981). Personality development for work. 5th ed. Cincinnati: Southwestern. pp. 185-197, 201-216. Topics: Communication and listening.

Activities:

(If you feel students will not have enough background information to complete activities 1 and 2, assign the reading in Dimensions of Life.)

Before class begins, choose two students to be observers during the first activity. Ask these students to sit in different areas of the classroom towards the back. They are to watch the behaviors of the other students as they listen to you introduce the lesson. Provide them with information in the Content section, to use as a reference for their observations. Tell them to note behaviors they see.

1. "I want you to watch me as I introduce the lesson. Note what I am saying and doing. Are there any questions?"

   "Communication is part of our lives every day. Most people think of communication as what people say. But there is more to communication. What do you know about communication?"

   "Tell me what you noticed about me during my introduction." (Answer: Facial expression, body language, speaking clearly, making sure the message is understood, and asking for feedback. Skills the students may not mention are organizing your thoughts before speaking and using words the students understand.)

   "You noticed my actions and facial expressions. These are nonverbal communication. My words are verbal communication."

2. "I was the sender during the introduction. There is another person or persons involved in communication. Who is this person or persons?" (Answer: Receiver or listener.)

"Before class, I asked (student's name) and (student's name) to observe your behaviors as you listened to me. What did you (students observing) notice?" (Answer: These students will have noticed behaviors conducive to effective listening and those which are not. Repeat those skills that produce effective listening and provide the skills which were not observed.)

"Communication between two people or a small group is different than in a classroom. Many times students or listeners in class or a large audience do not check with the sender/speaker to see if they understood the message as the sender intended. This skill should be used any time the receiver wants to be sure the message was understood correctly."

3. Divide the students into three groups. Give each group a copy of "Communication at the Workplace." Assign each group a case study. Read the directions and ask if there are any questions. Allow the students 10-15 minutes to work.

   Have the groups role play their case study for the class. After each role play, ask the students not participating in the role play the questions associated with each case study. Ask the groups to hand in the case studies.

Conclusion:

"What happens when verbal and nonverbal messages are incongruent or the skills of the receiver or sender are not being used?" (Answer: Messages are misunderstood and conflicts occur.)

"Why is effective communication important in the workplace?"

"Where did you first learn to communicate?"

"Why is the family important in our discussion about communication?"

Give each student a copy of "Communication" to use as reference notes.

COMMUNICATION AT THE WORKPLACE

Names of group members Date_____

_____ _____

_____ _____

_____ _____

Directions:

Read the case study your group was assigned. Answer the questions below it. You are going to role play the case study and the scene you describe. Choose a member of your group to play each person in the role play.

1. Sally and Rick both work outside the home. Their 3-year old daughter Jenelle attends a day care center. Sally usually picks up Jenelle from day care. This morning, Sally asked Rick to pick up Jenelle because she had a late meeting at the office. Rick was reading the newspaper and nodded his head. At 6:30 p.m., Sally receives a telephone call from the day care center; no one had picked up Jenelle.

   a. What skills did the sender and receiver not use?

   b. Describe the scene between Sally and Rick when they are together later that evening.

2. Danita's employer has asked her to work on a special project. Her work schedule is full, but the project is interesting and offers something different to do. The next day, Danita finds a memo on her desk concerning the special project. She notices that she has been named the chair of the committee.

   a. What skills did the sender and receiver not use?

   b. Describe the scene between Danita and her employer later that day.

3. Vera and Jon work together as caterers. Vera is writing a purchase order for foods needed next week when Jon enters her office to discuss a banquet they have just been asked to cater next month. Jon sacastically tells her of this "great" new client and how this job will bring in a lot of money. Since Vera is writing, she does not look at Jon as he describes the new client. Vera never looks up as she tells him to get started with the new client.

   a. What was Jon's verbal message?

   b. What was Jon's nonverbal message?

   c. What receiver skills did Vera NOT use?

   d. Describe the scene immediately following Vera telling Jon to get started with the new client.

COMMUNICATION

1. Communication is body language, facial expressions, and the spoken word. Nonverbal(body language and facial expressions) and verbal messages must be congruent.

2. Communication involves both a sender and a receiver.

3. Skills the sender utilizes for effective communication are organizing thoughts, speaking clearly, using words the receiver understands, making sure the message is understood, and asking the receiver for feedback.

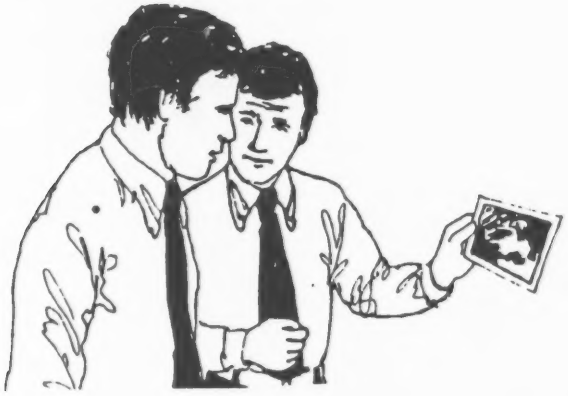
4. Skills the receiver utilizes for effective communication are looking at the person; listening carefully; asking for repetition if the message is not understood; making sure the message is understood correctly; and checking with the sender, when finished, to see if the message was understood.

5. Incongruent verbal and nonverbal messages can lead to misunderstandings and conflict.

6. Not utilizing the skills outlined for sender or receiver can lead to misunderstandings and conflict.

7. Good working relationships require interaction and depend on effective communication.

8. Communication skills are first learned from and refined in the family.



Unit 4: Family Influences on Work Life

Lesson Number 32

Topic: Conflict at the Workplace

Goal: Identify how family life skills such as communication, conflict resolution, and interpersonal relationships are valuable for the workplace.

Objectives:

1. Recognize the steps for resolving conflicts.
2. Identify how the family life skill, conflict resolution, is valuable in the workplace.

Content:

1. Steps in conflict resolution include defining the problem, listing possible solutions, selecting the best solution, taking action, and evaluating the solution and action.
2. Destructive means of handling conflict include using physical violence, using withdrawal or silence as a punishment, focusing on who is right, blowing up, and bagging (see an explanation of terms in teacher resource). These behaviors cause pain and weaken relationships.
3. Constructive means of handling conflict include focusing on the issue, selecting an appropriate time and place to discuss the problem, and having all involved people agree the issue is settled.
4. The skills used by families for resolving conflicts affect a child's performance as an adult.

Resources:

1. Transparency 32.1
2. Copies of "Communicating at the Workplace" (from lesson number 31)
3. Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 105-106. Topic: Destructive means of conflict resolution.
4. Homework assignment, "Confronting a Problem" (one per student)
5. Overhead projector

Additional Resources:

Student:

Russon, A.R. and Wallace, H.R. (1981). Personality development for work. 5th ed. Cincinnati: Southwestern. pp. 143-153. Topic: Coping with conflict.

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 166-168. Topic: Dealing with conflict.

Activities:

Introduction:

"Another family life skill that is valuable for the workplace is conflict resolution."

1. Divide the students into three groups. Give each group a copy of "Communicating at the Workplace" and assign each group a case study. Using Transparency 32.1, "Steps for Conflict Resolution", tell the groups, "Each group has a case study. Follow the steps outlined on the transparency to resolve the conflict in your case study. You will have 10-15 minutes to work. Select a recorder/spokesperson by finding the person with the shortest hair in your group."

   After the groups have finished, ask the them to share their work with the class and ask the the other groups the following questions:

   "Are there any other ways to define the problem?"

   "Are there any other possible solutions?"

   "Would you choose another solution?"

   "What other actions could be taken?"

   "Are there other methods of evaluation?"

2. Have the students individually read pages 105-106 in Dimensions of Life and answer questions on page 106 and 107. Or, use the teacher reference as a basis for lecture. Ask the students the questions listed at the end of the reference page. Allow the students 10-15 minutes to work. Have students review the answers to the questions aloud during class.

Conclusion:

"Why is conflict resolution important at the workplace?"

"Where do you first learn to resolve conflicts?"

Homework assignment:

Give each student a copy of "Confronting a Problem." "Your homework assignment is to take the first steps in conflict resolution. The assignment is due one week from today." Read the directions to the students and ask if there are any questions."

"Constructive means of resolving conflicts are included in the items you will complete for your homework. First, focus on the issue. You will do that by defining the problem. It is also important to select a time and place for discussion with all the people involved. Finally, everyone must agree the problem is solved.

STEPS FOR CONFLICT RESOLUTION
(Decision Making Process)

1. **Define the problem**
2. **List possible solutions**
3. **Select the best solution**
4. **Take action**
5. **Evaluate the solution and action**

Transparency 32.1

CONFRONTING A PROBLEM

Name_____ Date_____

Directions:

During the next week you will need to resolve a conflict. Read and answer each question. This will help you practice the steps for conflict resolution.

1. What was the problem?

2. Who were the people involved?

3. What day and place have you scheduled to meet with them to discuss the problem?

4. What are the possible solutions?

5. What did you decide to do?

6. Did everyone involved agree the issue is settled? If not, what will you do next?

7. Describe a situation in the job setting that would involve a similar problem.

NOTES FROM DIMENSIONS OF LIFE

Destructive Means for Conflict Resolution

I. Physical violence

   A. Teaches children this form of resolving conflicts
   B. Shuts off communication

II. Withdrawal or silence when used as punishment

   A. Withdrawal is removing self physically or mentally from the conflict
   B. There is no expression of individual thoughts or feelings
   C. It does not allow for successful resolution of conflict

III. Focusing on who is right

   A. Personal feelings and attitudes are neither right or wrong
   B. Proving who is right prolongs the conflict

IV. Blowing up

   A. Individuals often say things they do not mean
   B. Anger is released by shouting, crying, stomping feet, or another method of visually showing feeling

V. Bagging

   A. Storing anger and irritation rather than dealing with conflict as it occurs
   B. Permits anger to build, and when finally released, is often destructive

VI. Personal attacks

   A. Mocking or belittling other with harsh words
   B. Damages trust between people

Questions:

1. What are the destructive means of conflict resolution?

2. What problems are created in a relationship if destructive means of conflict resolution are used? (Answer: Conflict is not resolved, relationship is weakened, and children learn destructive means of conflict resolution.)

Unit 4: Family Influences on Work Life

Lesson Number 33

Topic: Interpersonal Relationships

Goal: Identify how family life skills such as communication, conflict resolution, and interpersonal relationships are valuable for the workplace.

Objectives:

1. Recognize skills used in interpersonal relationships.
2. Identify how the family life skill, interpersonal relationships, is valuable for the workplace.

Content:

1. The ability to relate well with others is necessary to keep a job.
2. Some of the skills involved in developing and maintaining interpersonal relationships include recognizing the feelings of others, cooperating, knowing your relationship to others, being courteous, and showing interest and concern.
3. There are two types of interpersonal relationships at work: employer-employee and employee-employee.
4. The employer-employee relationship is more structured and it is clear who holds the power.
5. The employee-employee relationships involves cooperation and respect with the goal being to accomplish the work.

Resources:

1. Four large sheets of newsprint with the titles:
   1) The Ideal Parent
   2) The Ideal Sibling
   3) The Ideal Employer
   4) The Ideal Co-Worker.
2. Magic markers, 3 colors
3. Optional student reading: Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 64-67, 69-73, 79-81. Topic: Empathy and power, family relationships, and relationships at work.

Additional Resources:

Student:

Kimbrell, G. and Vineyard, B.S. (1978). Entering the world of work. Bloomington,IL: McKnight. pp. 88-101. Topic: How to avoid problems with others.

Herr, E.L. Ed. (1980). Your working life: A guide to getting and holding a job. New York: McGraw-Hill. pp. 285-28,; 296-300. Topics: Human relations and career and keys to understanding others.

Judge, S. (Ed.) (1988). Life management. Englewood Cliffs, NJ: Prentice-Hall. pp. 30-31, 41-44. Topics: Effects of attitudes on relationships and developing relationships.

Russon, A.R. and Wallace, H.R. (1981). Personality development for work. 5th ed. Cincinnati: Southwestern. pp. 125-137. Topics: Cooperation and using group psychology.

Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC. pp. 125-127, 164-165. Topics: Working with others.

Activities:

Introduction:

"A person's intellect and behaviors help to get a job, but it is an individual's attitude toward the job and ability to relate well with others that are necessary to keep a job. We discussed attitudes in Lesson Number 30 and today we will consider the family life skill, interpersonal relationships, and its value in the workplace."

1. Divide the students into four groups. Provide each group with a large sheet of newsprint. Tell the groups...

   "Each group is to brainstorm the ideal qualities for each person--parent, sibling, employer, or co-worker. Consider the skills and attitudes you desire in the ideal person you are assigned. Write these qualities on your sheet of newsprint. Select a recorder/spokesperson by finding the person with the smallest feet in your group." Allow the groups 5-10 minutes to work.

   When the groups are finished, ask each group to post their piece of newsprint and share with the class the qualities listed.

2. "Think of the kind of relationship you would have with each type of person. If we think of a parent, with which other type of person listed would you have a similar relationship?" (Answer: Employer.)

   "What are the similar qualities you desire in parents and employers?" Place a check mark next to the similar qualities with one color of the magic marker.

   "Who has the power in the relationship between your parent and you? Your employer and you?"

3. "Can we also say that a sibling and co-worker are similar kinds of relationships?" (Answer: Yes.)

"What are the similar qualities you desire in siblings and co-workers?" Use a different color marker and place a check mark next to the similar qualities.

"Do we know who has the power in these relationships?" (Answer: In a sibling relationship, it might be the older sibling. In the co-worker relationship, it may be the person with longest tenure. The power may shift back and forth or be equal; it is not clear cut.)

4. "Are there similar qualities that we desire in all these relationships." Place a check mark with the third color marker next to the students' responses.

   "What are the differences between the two types of relationships, parent-employer and sibling-co-worker."

Conclusion:

"The skills and attitudes you desire in others are important for a satisfying and rewarding interpersonal relationship."

"Where did you learn the skills and attitudes we have listed today?"

"We have been discussing family life skills the last few lessons. What are they? They are skills that are transferable to the workplace and are valuable in the workplace."

Unit 4: Family Influences on Work Life

Lesson Number 34

Topic: Household and Child Care Responsibilities

Goal: Identify typical household and child care responsibilities and who performs each task.

Objectives:

1. Identify household and child care responsibilities.
2. Identify who typically performs each household or child care task.

Content:

1. Household and child care responsibilities encompass a great number of tasks. See copy of "Tasks and Who Performs Them" for a list.
2. In many families today, women continue to be responsible for a majority of the household and child care responsibilities.

Resources:

1. Transparencies 34.1 and 34.2
2. Copies of "Tasks and Who Performs Them" (7 copies)
3. Chalkboard and chalk
4. Overhead projector

Additional Resources:

Student:

Smith, R.M. and Apicelli, M.L. (1982). Family matters: Concepts in marriage and personal relationships. New York: Butterick, pp. 293-302. Topic: An historical perspective of marital roles and how roles are changing.

Activities:

Introduction:

"Caring for a home and children involves many tasks. Today, we will identify tasks involved in caring for a home and children. We will also consider who completes these tasks."

1. Divide the students into 7 groups. Using Transparency 34.1, "Household and Child Care Responsibilities," assign each group an area of responsibility to brainstorm a list of tasks. Read the directions and ask if there are any questions. Allow the groups 5 minutes to work.

2. Ask each group to share their list of tasks. Ask the other groups,

   "Are there any other tasks that should be included in their list?" Suggest any items from "Tasks and Who Performs Them" that the students omitted. Have students add any suggestions to their list.

   "How many tasks do we have listed all together?" Add the tasks each group listed to arrive at the total. ("Tasks and Who Performs Them" has 43 tasks listed.)

   "We have tasks that must be completed as we care for a house and children. Many of these tasks are performed daily or weekly."

3. Give each group a copy of "Tasks and Who Performs Them." Read the directions and ask if there are any questions. Allow the groups 5-10 minutes to work. Ask each group to report who they assigned to each task.

   Ask the total class,

   "Look at all the areas of responsibility. How many tasks do we have the wife performing? Husband? Child? Outside help?"

   "Which person is performing the most tasks?"

4. "What kind of tasks does the wife perform? Husband? Child? Outside Help?"

   "Suppose both adults in a two-parent family or the adult in a single-parent family work full-time outside the home. Is the division of tasks realistic? Why or why not?"

   Using Transparency 34.2, "Summary Statement", tell the students, "As a group, write a summary statement describing who is doing the most tasks and what kinds of tasks are performed by the husband, wife, child, and outside help." Allow the groups 5 minutes to work. Ask each group to read their statement to the class.

Conclusion:

"In many families today, women continue to be responsible for a majority of household and child care responsibilities Society established those expectations a long time ago. It is difficult to alter these established roles. Your family may share household and child care responsibilities differently. As an independent adult, the roles your future family assumes may be different from the family you live with now. During the next lesson, we will consider how sharing these responsibilities can assist individuals in combining work and family responsibilities."

HOUSEHOLD AND CHILD CARE RESPONSIBILITIES

Directions: Select a recorder/spokesperson by finding the person who has the most people living in their house. Title a sheet of paper with the area of responsibility your group is assigned.

Brainstorm a list of tasks that must be completed in your area of responsibility. Remember, there are tasks that must be completed every month of the year.

Write the list of tasks on your paper.

Areas of Responsibility

Food
Clothes
House
Lawn or outdoors
Car
Money
Child Care

Transparency 34.1

TASKS AND WHO PERFORMS THEM

Directions:

Find the area of responsibility you were assigned at the beginning of class. Add any tasks listed on your piece of paper and not on this worksheet to the worksheet.

Decide as a group, who typically performs each task listed under you area of responsibility. First, think about who performs the task in your own home. Next, the recorder/spokesperson assigned earlier during class, asks each person in your group if the husband, wife, child, or outside help performs the task in their home. Finally, the group's response would be the person mentioned most often by the group.

Outside help can be hired help or bartered. Bartering means goods or services are exchanged without using money. Example: A friend or relative helps paint your house and you take care of their lawn and house while they take a vacation.

Write an X in the column under husband, wife, child or outside help. Choose only one column to X for each task.

Report the group's responses to the class.

Complete the six remaining areas of responsibility with the other groups' responses as they report to the class.

	Husband	Wife	Child	Outside Help
Food				
Buy groceries Plan meals Prepare meals Set-up/clean-up meals _____				
Clothes				
Wash Dry Fold Iron Put clothes away Shop for new clothes Mend Take to dry cleaners _____				

	Husband	Wife	Child	Outside Help
Lawn or Outdoors				
Mow lawn Shovel snow Fertilize lawn Weed lawn Care for garden, flowers, shrubs, etc. _____				
House				
Vacuum Dust Take out garbage Make beds/pick up rooms Clean bathroom Clean kitchen Pick-up newspapers, etc. daily Deal with service people Repair/service or arranges for repairs/service _____				
Car				
Wash Fill with gasoline Arrange for or do repairs Arrange for or do maintenance Clean inside _____				
Money				
Pay bills Balance check book Budget money _____				

Child Care	Husband	Wife	Child	Outside Help
Arrange for care (babysitter or day care)				
Drive child to and from outside activities (school, day care, sports, doctor's appointments, etc.)				
Attend meeting and conferences at school, day care, etc.				
Stay home with sick child				
Help with homework				
Support activities (attend sports events, presentations, etc.)				
Play or spend time with child				
Physical care (diapers, baths, meals, etc.)				
_____				

SUMMARY STATEMENT

Directions: Write a summary statement. Answer both questions below in your statement.

1. **Who is doing the most tasks?**
2. **What kinds of tasks are performed by the husband, wife, child, and outside help?**

Transparency 34.2

Unit 4: Family Influences on Work Life

Lesson Number 35

Topic: Sharing Household and Child Care Responsibilities

Goal: Analyze how sharing household and child care responsibilities can assist individuals in combining work and family responsibilities.

Objectives:

1. Recognize the difference between taking responsibility and helping with a task.
2. Identify how sharing household and child care tasks is different in two-parent and single-parent families.
3. Identify how sharing household and child care tasks is different in families with young children and with older children.

Content:

1. There is a difference between helping and taking responsibility for a task. Responsibility means having the obligation to complete the tasks and being accountable for its completion.
2. Young children cannot assume responsibility for tasks because they do not have the skills necessary for the decision-making involved.
3. Single parents must handle multiple responsibilities of job and home without the benefit of a spouse.
4. A study in 1982 indicates that husbands in dual-earner and dual-career families contribute about 8 to 9 hours per week on household tasks. The wives in these same families contributed about 19 to 21 hours per week.

Resources:

1. Copies of "Household and Child Care Tasks" (one copy per student pair, cut into cards)
2. Copies of "Sharing Household and Child Care Responsibilities" (one per student pair)
3. Overhead projector
4. Homework assignment, "Interview with a Working Adult II" (two per student)

Additional Resources:

Teacher:

Strong, B., CeVault, C., Suid, M. and Reynolds, R. (1983). <u>The marriage and family experience</u>. St. Paul, MN: West. pp. 180-183. Topic: Role overload.

Student:

Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati: Southwestern. pp. 248-252, 257-258, 282-285. Topics: Changing male and female roles, sharing responsibilities, and developing support systems.

Golanty, E. and Harris, B.B. (1982). Marriage and family life. Boston: Houghton Mifflin. pp. 225-226. Topic: Sharing household responsibilities.

Smith, R.M. and Apicelli, M.L. (1982). Family matters: Concepts in marriage and personal relationships. New York: Butterick. pp. 390. Topic: Sharing household and child care responsibilities.

Activities:

Introduction:

"Today we will consider how sharing household and child care responsibilities can assist individuals in combining work and family.

1. "There is a difference between helping and taking responsibility for a task. What is the difference?"

2. Divide the students into pairs. Tell 1/4 of the student pairs they are single-parent families with child(ren) under the age of 8, 1/4 are single-parent families with child(ren) over the age 8, 1/4 are two-parent families with child(ren) under the age of 8, and the last 1/4 are two-parent families with child(ren) over the age of 8. All adults are working full-time. Give each student pair a set of cards and a copy of "Sharing Household and Child Care Responsibilities." Instruct the student pairs to divide the tasks by following the directions on the handout "Sharing Household and Child Care Responsibilities." Allow the student pairs 10-15 minutes to work.

3. Ask the student pairs who are two-parent families with child(ren) under 8 years, "How did you divide your tasks?"

   "Were the tasks divided evenly, why or why not?"

   "Which tasks did you share? Which did you not share? Why?"

   "Who has responsibility for the tasks?"

   "How many tasks were given to outside help? Is this realistic? Why or why not?"

   Repeat for the other student pairs: Two-parent families with child(ren) over 8 years, single-parent families with child(ren) under 8 years, and single-parent families with child(ren) over 8 years.

4. "Why did you give children responsibility for a task? Why not?"

"Why did husband and wife not share responsibility for a task?"

"How were tasks shared differently in families with young children and with older children?"

"How were tasks shared differently in families with two-parents and with one-parent?"

"What is the effect on a single-parent?"

Conclusion:

"There is no one correct method of sharing household and child care responsibilities. A study in 1982 indicates that husbands in dual-earner and dual-career families contribute about 8 to 9 hours per week on household tasks. The wives, in these same families, contributed about 19 to 21 hours per week. The ages of your children, number of adults living in the household, number of hours each adult is employed outside the home, and numerous other personal and family life characteristics will affect the decisions made in a household."

Homework:

"We are approaching the end of the last unit on balancing work and family. In this homework assignment, you will be asking working adults how family influences work and work influences family. You need to interview two adults. These can be the same adults you interviewed before." The assignment is due at the beginning of lesson number 36.

SHARING HOUSEHOLD AND CHILD CARE RESPONSIBILITIES

Directions:

You have been told you are:

a) a single-parent with child(ren) under the age of 8.
b) a single-parent with child(ren) over the age of 8.
c) a two-parent family with child(ren) under the age of 8.
d) a two-parent family with child(ren) over the age of 8.

All adults work full-time outside the home.

Look at the cards that have household and child care tasks listed on them. Divide the tasks among parent, child (if appropriate), and outside help or among husband, wife, child (if appropriate) and outside help.

Discuss between you these questions...

1. Should the tasks be divided evenly? Why or why not?

2. Should tasks be shared? Which ones should and which ones should not?

3. Who has responsibility for the tasks?

HOUSEHOLD AND CHILD CARE TASKS

buy groceries

plan meals

prepare meals

set-up/clean-up meals

dry clothes

wash clothes

fold clothes

iron clothes

put clothes away

shop for new clothes

mend clothes

take clothes to dry cleaners

mow lawn

shovel snow

fertilize lawn

weed lawn

care for garden, flowers, shrubs, etc.

stay home with sick child(ren)

play or spend time with child(ren)

physical care of child(ren)

vacuum house

dust house

take out garbage

make beds/pick-up room

clean bathroom

pick-up newspapers, etc. daily

deal with service people

arranges for or does repair/service for home

wash car

fill car with gasoline

arrange for or do repairs on the car

clean interior of car

pay bills

balance check book

budget money

arrange for child care (babysitter or day care)

drive child to and from outside activities (school, day care, etc.)

help child(ren) with homework

support activities of child(ren)

INTERVIEW WITH A WORKING ADULT II

Name_____ Date_____

Directions:

Choose two adults who work outside the home and have a family. Ask these adults the four questions below. Record their answers in the space after each question. These adults can be the same people you may have interviewed before. Use a separate sheet for each adult interviewed.

1. How has your family life influenced your work satisfaction in a positive way?

2. How has your family life influenced your work satisfaction in a negative way?

3. How has your job influenced your family life in a positive way?

4. How has your job influenced your family life in a negative way?

Unit 4: Family Influences on Work Life

Lesson Number 36

Topic: Factors Contributing to Family Satisfaction

Goal: Explore factors contributing to family satisfaction.

Objectives:

1. Examine the number of hours and type of tasks performed by teens in the home and its effect on the family.

2. Explore factors contributing to family satisfaction.

Content:

1. Teens of working mothers averaged 2.7 hours of household work per week according to a study by Kathryn Walker in the late 1960's. A study of faculty members at a large mid-western university in 1986 indicates their children spent 3.5 hours doing household tasks per week. A study of entrepreneurial wives in the early 1980's indicates children averaged almost 9 hours per week.
2. Factors contributing to family satisfaction are having a strong sense of family, sufficient personal and family time, support from family and community, adequate life status, and adequate child/dependent care.

Resources:

1. Homework assignment, "The Tasks I Perform in the Home" from Lesson Number 29
2. Copy of "Average Number of Hours" (one)
3. Copies of "Family Satisfaction" (one per student)
4. Homework assignment, "Improving My Family's Satisfaction" (one per student)

Activities:

Introduction:

"We concluded our discussion during our last lesson with who has responsibility for household and child care responsibilities. Today, we will look at how much time you spend doing household and child care tasks. Next, we will examine factors contributing to family satisfaction."

Pass a copy of "Average Number of Hours" around the room before beginning activity 1.

1. Ask the students to look at their homework assignment, "The Tasks I Perform in the Home."

   "Who believes they spent the most hours doing household and child care tasks? What was your total number of hours? Does anyone have a higher total?" Continue questioning until the highest total is found.

   "Let's look at the piece of paper, "Average Number of Hours" I sent around the room. The smallest number of hours listed is _____."

   "How do you determine an average? (Answer: Add all student totals and divide by the number of totals listed.)

   "Who would volunteer to figure our class average?"

   After the average is figured, tell the students, "Teens of working mothers averaged 2.7 hours of household work per week according to a study in the late 1960's. A more recent study of faculty members at a large mid-western university indicates children spend 3.5 hours doing household tasks per week. The last study I will mention looked at women who were self-employed in the early 1980's. This study indicates children averaged almost 9 hours per week. How does our class average compare to these studies?"

   "Why do you suppose our class average is different/same?" (Answer: Possible influences are parents employed outside the home, number of siblings, use of outside services, single-parent family, teens employed outside the home, etc.)

   "What kinds of tasks do you perform?"

   "Are you responsible for these tasks? If not, who is?"

   "How does the amount of time you spend performing these tasks impact your family?"

2. "Sharing responsibilities is one characteristic contributing to family satisfaction. Family satisfaction does not just happen. There are many behaviors and characteristics that increase a family's satisfaction. You are going to examine your family's characteristics as they relate to family satisfaction."

   Give each student a copy of "Family Satisfaction." Read the directions to the students and ask if there are any questions. Allow the students 10-15 minutes to work.

3. Read each item of the inventory, "Family Satisfaction" and ask, "What does this mean? Describe a situation from your family that illustrates this idea. Save this inventory for use during the next lesson."

Note to Teacher:

Discuss as many items as time allows. Finish the discussion at the beginning of lesson number 37. Assign the homework assignment even if the discussion is not completed. Share the conclusion when activity 3 is completed.

Conclusion:

"The perfect family would exhibit all 25 traits all the time. That family probably does not exist. So, how should we use this inventory?" (Answer: To recognize the traits that strengthen families.)

"If a family tries to use the 25 behaviors and characteristics identified in the inventory, 'Family Satisfaction,' the family's relationship will probably be strengthened."

Homework:

"Your homework assignment will help you discover ways to strengthen your own family." Give each student a copy of "Improving My Family's Satisfaction." Read the directions and ask if there are any questions.

AVERAGE NUMBER OF HOURS

Directions:

Each student in the class is to write their total number of hours from the homework assignment, "The Tasks I Perform in the Home." List the hours down the page next to the numbers.

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.

Total from this column _____ Total from this column_____

Grand total of the two columns_____

Average number of hours_____

FAMILY SATISFACTION

Directions:

Think about your family. Read each item. Decide how often your family exhibits the behavior or characteristic. Write an X in the column that describes your family best.

	Almost Always	Sometimes	Almost Never
Sense of Family			
My family...			
1. listens to one another.			
2. makes decisions jointly.			
3. shares responsibilities.			
4. is flexible and redefines roles when necessary.			
5. fosters communication.			
6. upholds its values.			
7. expresses affection for one another.			
8. is able to resolve conflicts.			
9. eats a balanced diet.			
10. cherishes traditions and rituals.			
Personal and Family Time			
My family...			
11. laughs together.			
12. shares leisure time.			
13. reserves time for family.			
14. reserves time for individual interests.			

	Almost Always	Sometimes	Almost Never
Support from Family and Community			
My family... 15. has empathy for one another. 16. supports one another. 17. respects one another. 18. trusts one another. 19. admits to and seeks help with problems.			
Life Status			
My family... 20. has sufficient income. 21. has adequate housing. 22. has healthy members. 23. has adequate household furnishings.			
Adequate Child/Dependent Care			
My family... 24. has adequate child/dependent care			

IMPROVING MY FAMILY'S SATISFACTION

Directions:

Look at the items from your inventory, "Family Satisfaction" that you marked as "sometimes" or "almost never". Choose two items marked "sometimes" or "almost never" and list activities in which your family could participate that would help your family achieve a rating of "almost always."

Item	Activities

Item	Activities

Unit 4: Family Influences on Work Life

Lesson Number 37

Topic: Relationships between Work Satisfaction and Family Satisfaction

Goal: Recognize the reciprocal relationships between work satisfaction and family satisfaction.

Objectives:

1. Recognize the reciprocal relationships between work satisfaction and family satisfaction.
2. Give examples of positive and negative spillover between work and family life.

Content:

1. Spillover is the influence of family satisfaction and work satisfaction on one another.
2. Spillover can be positive or negative. Positive spillover is a spread of satisfaction and negative spillover is a spread of dissatisfaction.
3. Variables affecting positive spillover from work to family include friendships at work, ability to work independently, and an improved self-concept.
4. High levels of involvement at work and excessive work demands make it difficult to participate adequately in the home and lead to negative spillover from work to family.
5. A supportive home environment including sharing household responsibilities, personal health, and health of family members are related to positive spillover from family to work.
6. Negative spillover from family to work is influenced by a lack of time for self and leisure. Family-related events and having young children in the family affect work satisfaction.

Resources:

1. Homework assignment, "Interview with a Working Adult II"
2. Copies of "Spillover" (one per group)
3. Chalkboard and chalk
4. Inventory, "Family Satisfaction," from lesson number 36
5. Homework assignment, "Evaluation of 10-year Personal and Career Goals" (one per student)

Activities:

(Complete activity 2 from the previous lesson if necessary. Use the conclusion from the previous lesson to summarize the ideas about family satisfaction.)

Introduction:

"At the beginning of unit 2, we discussed the ways work and family affect one another. In unit 3, we listed factors contributing to work satisfaction and we just finished discussing factors contributing to family satisfaction."

"We know there is a relationship between work and family and today we will look at the relationship between work satisfaction and family satisfaction. It is important to understand that work satisfaction impacts family satisfaction and family satisfaction impacts work satisfaction. We call this relationship spillover."

1. Divide the class into groups of 3 or 4 individuals. Using "Spillover," instruct the students to combine their answers from their interviews. Allow the students 10 minutes to work.

2. Form 4 columns on the chalkboard:

   "Positive spillover from family to work"
   "Negative spillover from family to work"
   "Positive spillover from work to family
   "Negative spillover from work to family"

   Ask the groups to share their examples about positive and negative spillover. Write their responses into the appropriate category. Rewrite or combine answers as necessary.

3. Using the inventory, "Family Satisfaction," and the content section from lesson number 28 about factors related to work satisfaction, discuss any item which illustrates any variables provided that were not discussed in activity 2.

Note to teacher:

If there is not enough class time to fully discuss the objectives of this lesson, complete the discussion with the conclusion provided below during the next class session.

Assign the homework today even if the discussion is not finished. The students could work on the homework assignment at the end of the next class session if there is a need for another activity to fill class time.

Conclusion:

"Many individuals recognize the effect work has on family. We also know that family affects work just as strongly. It is important to understand how work and family are interrelated. Combining work and family requires using the skills learned during our lessons and understanding the many concepts presented about the family's impact on work and work's impact on family."

Homework:

Give each student a copy of "Evaluation of 10-year Personal and Career Goals." Read the directions and ask if there are any questions. The homework assignment is due in 2 days.

SPILLOVER

Spillover can be positive or negative. Positive spillover is a spread of satisfaction from work to family or family to work. Negative spillover is a spread of dissatisfaction from work to family or family to work.

Directions:

Select a recorder/spokesperson by finding the person who most recently traveled outside the state.

Look at your "Interview with a Working Adult II." Compare each person's answers . Combine similar answers under the categories provided below.

Positive spillover from family to work

Negative spillover from family to work

Positive spillover from work to family

Negative spillover from work to family

EVALUATION OF 10-YEAR PERSONAL AND CAREER GOALS

Directions:

Read your 10-year goals and the personal resource management plans. Evaluate your goals as related to work and family satisfaction. Use your inventory, "Family Satisfaction," and notes from the lesson on work satisfaction as a reference as you evaluate your goals.

Read the questions below. Decide if your goals have provided for the items listed. Explain how your goals do provide for the factors affecting work and family satisfaction. Explain what revisions you wish to make to your goals.

Write a 100-200 word paper.

1. Do your personal and family life goals provide for...

    a. a strong sense of family?

    b. sufficient personal and family time?

    c. adequate life status?

    d. support from family and community?

    e. adequate child/dependent care?

2. Do your school and work life goals provide for...

    a. autonomy?

    b. recognition?

    c. ability to work independently?

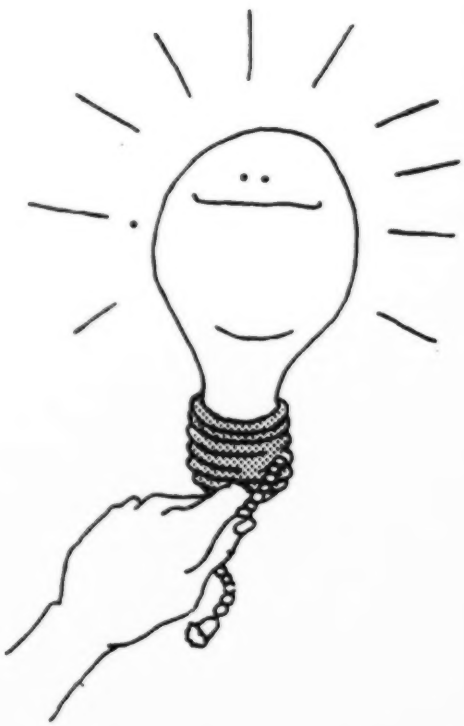
    d. advancement and promotion?

    e. responsibility?

    f. good relationships with co-workers?

    g. adequate pay?

    h. pleasant working conditions?



Appendix A

Test Bank

BALANCING WORK AND FAMILY TEST BANK

Note: The system for numbering the question is as follows:

Lesson #
Objective # from that lesson
Question #

Correct answers are indicated with an asterisk to the left of the option.

1.11 Which of the following best characterizes the most dramatic change in the composition of the work force during the last 30 years?

a. increase in number of men working
* b. increase in number of women working
c. decrease in number of men working
d. decrease in number of women working

1.21 Which of the following best describes characteristics in families today?

* a. Nearly one marriage in three ends in divorce.
b. There are fewer dual-earner families.
c. Fewer families faced with combining work and family roles.
d. More mothers staying home with young children.

1.12 Which of the following types of occupations is projected to have the most growth through 1995?

a. heavy industry
* b. service
c. technological
d. government

1.13 What is meant by the statement "work and family activities may share the same space?"

a. Families may live with co-workers.
b. Families may bring their families to work.
c. Conflicts may occur between work and family life.
* d. People may work at home.

1.22 By the year 2000 the most dominant age group will be the

* a. over 65 group.
b. 50-64 group.
c. 30-49 group.
d. college age group.

2.11 The fourth largest expense in most families with children under age 6 is

* a. child care.
b. automobile.
c. house payment.
d. groceries.

2.12 What two family types were represented in the film, Family Matters?

a. dual-earner and traditional
* b. single-parent and dual-earner
c. single-parent and traditional
d. retired couple and dual-career couple

3.11 The typical way an individual's day-to-day existence reflects his attitudes and values is defined as his/her:

a. decision.
* b. role.
c. lifestyle.
d. family.

3.12 According to the American Home Economics Association definition of a family, which of the following would NOT constitute a family?

a. grandfather and his daughter
b. two friends committed to each other
c. an aunt and her nephew
* d. a person living alone

3.21 One future effect of current work/family trends on lifestyles may be

a. fewer families with two earners.
b. fewer single-parent families.
* c. more families needing child care.
d. more people getting married.

4.11 A set of behaviors which are encouraged and expected of an individual in a given social position at a given time is a

a. lifestyle.
b. lifespan.
* c. role.
d. responsibility.

4.21 Match the role in column A with the life domain associated with it in Column B.

	Column A	Column B
3	_____ a. friend	1. work life
2	_____ b. parent	2. family life
2	_____ c. spouse	3. Both work and family life
1	_____ d. employee	
1	_____ e. employer	
3	_____ f. consumer	
3	_____ g. volunteer	

4.31 A person who receives a phone call from his/her child while at work may be performing what two roles together?

* a. parent and employee
b. parent and citizen
c. parent and friend
d. parent and spouse

5.11 The stage of the life cycle when work/family responsibilities may be heaviest is

* a. families with young children.
b. families with teenage children.
c. families with college-age children.
d. couples who are retiring.

5.12 A retired person probably will have fewer responsibilities to

a. friends.
b. family.
c. home.
* d. work.

6.11 Tom and Judy are both single and just out of high school. Tom will pursue a career in farm management and Judy will go to cosmetology school. They plan to get married in 2 years. Both eventually want children. Which role is Tom planning to begin first?

a. parent
* b. employee
c. spouse
d. citizen

6.21 Given the plans Tom and Judy have made, which type of lifestyle is NOT a part of their goals?

a. married couple with children
b. dual-earner family
c. single living
* d. co-habitation

6.12 Susan is a college senior who plans to go to medical school. She has decided to devote her life and career to helping poverty stricken individuals in Third World countries. Marriage and children are not a part of her goals. Given Susan's plans, which lifestyle is NOT part of her goals?

* a. dual-earner couple
b. single living
c. strong work commitment
d. non-parenthood

6.22 If Susan were to change her mind about marriage but not her career goals, the following role still may NOT occur?

a. worker
* b. parent
c. spouse
d. volunteer

7.21 Which of the following couple career combinations would BEST facilitate the parenting role?

a. interstate trucker/TV newscaster
* b. dentist/high school teacher
c. professional athlete/actress
d. Bed and Breakfast owner/airline pilot

7.31 Which of the following couple career combinations would LEAST facilitate the parenting role?

a. carpenter/office assistant
b. computer analyst/newspaper reporter
c. medical technician/farmer
* d. actor/international photographer

7.11 Which factor probably does NOT influence the parenting role?

a. age of children
b. number of children
c. spacing of children
* d. sex of children

7.12 Which of the following is the BEST reason to have children?

a. To make you proud.
b. To meet societal expectations.
* c. To fulfill a desire to raise children.
d. To carry on the family name

7.11 The decision to parent is NOT influenced by

a. your lifestyle choice.
b. your career goals.
c. the amount and quality of concern.
* d. the area of the country you live in.

8.11 Decide if the following statements are Opinion (O) or Fact (F).

O _____ Women should not work until their children are in preschool.

O _____ Elementary school children can take care of themselves at home alone.

F _____ Men spend less time doing household tasks than women.

O _____ Men should have the most important leadership roles in the workplace.

F _____ Dual-career families spend almost as much on child care as they do on food.

O _____ Mother and father should share child care responsibilities.

8.21 Personal goals are a reflection of an individual's

a. failures and successes.
* b. attitudes and values.
c. fate and desires.
d. rules and opinions.

9.11 Jennifer accepted a position with a large corporation. Her supervisor has asked her to perform audits on site for small companies across the United States that are owned by the corporation. What factor associated with WORK most affects Jennifer's family?

a. finding quality child care
b. disagreing with the supervisor
c. having less time for family
* d. traveling out of town

9.12 Tim is a farmer. He works long hours in the spring. One of his responsibilities is to apply pesticides to his fields. What factor associated with WORK most affects Tim's family?

a. finding quality child care
* b. handling toxic chemicals
c. having enough leisure time
d. having poor health

9.21 Barbara and Rick are both employed full-time. Barbara has to attend a breakfast meeting tomorrow. Rick is going to prepare breakfast for their young children. What factor associated with FAMILY most affects Barbara's work?

a. earning more money
b. working longer hours
* c. sharing household responsibilities
d. finding quality child care

9.22 Tina works in a department store. She and another clerk work together in the children's department. Her schedule changes week to week and involves working evenings and weekends. She wants to reduce her hours so she can go back to school. Her husband would prefer she continue to work so the family can buy a new boat. What factor associated with FAMILY most affects Tina's work?

a. travel out of town on business
b. benefits not adequate
c. disagreement with an associate
* d. low partner support

10.11, 10.21 Mike's 77-year old mother lives with him in his apartment. His mother stays at a community center during the day. The center closes at 6:00 p.m. She needs someone to help with meal preparation. Mike works at a factory. He has been asked to work longer shifts so the factory can meet the demands of a new contract. He would not be home until 9:00 p.m.

10.11 What disadvantage of working and being a part of a family is represented?

* a. finding dependent care
b. feeling tired or irritable
c. having less time to do household tasks
d. having a disagreement with a family member

10.21 What area of conflict is represented?

a. physical health
b. money
c. time
* d. personal

10.12 JoAnn is a supervisor for an insurance company. Her position places physical and emotional demands on her. She looks forward to the time each day when she can discuss the day's events with her children. The advantage of working and being part of a family for JoAnn is having

a. more money to spend on the family.
b. more help with household tasks.
* c. someone to share successes and setbacks.
d. friendship at work.

10.22 The most common areas of conflict associated with combining work and family are concerns related to

a. money, physical health, and leisure time.
b. money, personal, and leisure time.
c. time, money, and physical health.
* d. time, money, and personal.

11.11, 12.11 One month ago, Rachel's employer relocated her and her family to a large city in another state. Her new position frequently requires her to work nights or weekends to meet deadlines. The family has not done anything together since the move. She uses her lunch time to exercise and eat. She reads or watches television in her spare time.

11.11 What life domain is the largest for Rachel?

a. family
* b. work/school
c. self

12.11 In order to balance her life, Rachel should spend MORE time with

* a. family.
b. work/school.
c. self.

11.12,
12.12 Chris is trying to complete his college education this year. He is in school every weekday and two evenings a week. To earn money for school he has worked part-time other semesters as well as full-time in the summers. Working has caused him to take fewer classes and he now wants to catch up. His wife works full-time outside the home and their child is at a day care center. The family makes time to be together. Chris stays up late at night to do his homework. He has headaches often.

11.12 What life domain is the largest for Chris?

a. family
* b. work/school
c. self

12.12 In order to balance his life, Chris should spend LESS time with

a. family.
* b. work/school.
c. self.

12.13 In order to balance work and family, individuals need to

a. divide each day equally among the three life domains.
* b. make adjustments in their life to relieve conflicts.
c. establish a permanent plan for managing all aspects of their life.
d. ignore the life domain that has the fewest conflicts.

13.11 The last step in effective time management is

a. setting goals.
* b. evaluating goals and activities.
c. analyzing current activities.
d. listing activities in order of priority.

13.12 Unplanned directionless activity is a timewaster. What is the best solution to this problem?

* a. set priorities and deadlines
b. finish the most pressing activity
c. complete the easiest activity
d. take a break and return to the activity later

13.13 Which is NOT a benefit of delegation of activities?

a. releases time for other activities
b. develops new skills or knowledge in others
c. increases the activities that can be accomplished
* d. realizes time saved immediately

13.14 Which is a characteristic of the resource time?

a. Time can be stockpiled for use when needed.
b. Other people can manage your time.
* c. Every person receives the same amount of it.
d. Efficient use of time is effective use of time.

14.11 Prioritizing activities means

a. judging or determining the value of activities.
b. adapting the activities to fit the situation.
* c. placing activities in order of importance.
d. limiting the number of activities.

14.12 Identifying priorities for activities is important because it

a. helps individuals get all their activities done.
* b. helps individuals get the most important tasks done.
c. identifies the easiest task to do first.
d. identifies the most pressing task to do first.

35.31 What effect does the age of children have on redefining roles and balancing work and family conflicts?

a. Children can assume responsibility for tasks when they are able to follow simple commands.
b. Parents should assume responsibility for tasks in the household no matter how old the children are.
* c. Young children cannot assume responsibility for tasks because they do not have the skills necessary.
d. Young children can assume responsibility for cleaning their rooms.

15.11,
15.12,
15.13 Robb and Jill mutually agreed on a division of household responsibilities when they were married. Their son was born one month ago. Jill assumed the child care responsibilities when he was born. Jill is now asking Robb to share the feeding and diapering of their son. Jill and Robb are

a. adjusting expectations.
* b. redefining roles.
c. using outside help.
d. revising personal standards.

15.12 Before the baby was born, Jill baked homemade bread once a week. Now, they purchase their bread at the grocery store. Jill and Robb are

* a. adjusting expectations.
b. redefining roles.
c. using outside help.
d. allowing someone else to take responsibility.

15.13 Before the baby was born, Jill and Robb went to movies and concerts for entertainment. Now they rent video tapes from a local rental store. Jill and Robb are

* a. adjusting expectations.
b. redefining roles.
c. using outside help.
d. using resources less efficiently.

16.11 What is the relationship between values and decisions about family financial management?

a. Values have no influence on decisions.
b. Values have little influence on decisions.
* c. Values guide decisions.
d. Values dictate decisions.

16.12 What is the best method for determining how money is spent in the family?

a. The person who earns the most money determines how it is spent.
b. Parents determine how money is spent.
* c. Family members have input into how money is spent.
d. Each family member purchases what he/she wants.

16.21 The most common reason family conflicts related to money occur is

a. lack of money.
* b. poor communication.
c. too much money.
d. differing values.

16.22 Effective communication about money management in a family is characterized by

a. having different goals for each member.
b. judging others' purchasing behaviors.
c. waiting until problems occur to discuss them.
* d. negotiating differences among members.

16.31 What order should be followed in developing a financial plan?

a. develop a plan, analyze income, outline goals, evaluate the plan
* b. outline goals, analyze income, develop a plan, evaluate the plan
c. analyze income, develop a plan, evaluate the plan, outline goals
d. outline goals, develop a plan, evaluate the plan, analyze income

16.32 Money management is more difficult for a family than for an individual because there

* a. are a variety of priorities to coordinate.
b. is more money to manage.
c. is less time to work together.
d. are more expenses to budget.

17.11 What is an advantage of itemizing expenses as a method for establishing a budget?

* a. gives a precise accounting of expenses
b. requires less decision-making than using national norms
c. provides a quick and easy method
d. does not need to be recorded on a regular schedule

17.12 Dean and Cassie have three school-age children. Dean works full-time and Cassie works part-time. They own an old car that needs more repairs than it is worth. They decided to buy a new car and need to save for the down payment. What adjustment to their budget would be the MOST realistic?

* a. eliminate monies for a vacation away from home
b. reduce their food budget by one-half
c. eliminate their car insurance
d. eliminate their clothing allowance

17.21 A financial management plan CANNOT help a family

a. anticipate expenses.
b. identify goals.
c. recognize necessary adjustments.
* d. buy whatever they want.

18.11 Stress is caused by all of the following EXCEPT

a. negative attitudes.
b. uncertainty.
* c. a sense of competency.
d. change.

18.12 Which of the following is the best definition of stress?

a. The negative response of the body to any demands made upon it.
b. The body's physiological reaction to anything perceived as formidable.
* c. The positive or negative response of the body or mind to any demands made upon it.
d. The body's physical reaction to anything perceived as formidable.

18.21 A person's body reacts to stress

a. differently if the stress is positive.
* b. by creating extra energy.
c. through conscious thought by the person.
d. only if the event is negative.

18.22 Which is a characteristic of stress?

a. Stress can be avoided by families.
b. People react in a similar manner to an event.
* c. The reaction is physical and psychological.
d. Stress causes people to withdraw from action.

19.11 How many minutes should a person's optimum heart rate be maintained during aerobic exercise?

a. 10-20
* b. 20-30
c. 30-40
d. 40-50

19.12 Which of these is an example of aerobic exercise?

a. canoeing
b. volleyball
c. sailing
* d. racquetball

19.21 What is leisure time?

a. Time a person is not at work.
* b. Uncommitted time available for activities.
c. Time spent with the family.
d. Time spent being physically active.

19.22 What is the best reason for doing leisure time activities with your family?

a. The family members are physically close.
b. It is more cost effective to do activities as a group.
c. Stress is relieved when families do things together.
* d. A family's relationship can be enriched.

20.11 Which of these is an example of a low-fat food?

a. mayonnaise
b. margarine
c. peanut butter
* d. jam

20.12 Which is NOT a characteristic of sodium?

a. It occurs naturally in foods.
* b. Most convenience foods are low in sodium.
c. It is an ingredient of table salt.
d. There is a high amount in pickles.

20.13 In recent years, the amount of added sugars Americans consume has

* a. increased slightly.
b. increased greatly.
c. decreased slightly.
d. decreased greatly.

20.21 Christine and Aaron work full-time. Aaron works nights and Christine works days. They are trying to save for a house and new furniture. Weekends are the only time they have together. They enjoy going to the movies and shopping. Which personal resource management strategies need to be adjusted?

a. leisure time
* b. money
c. diet
d. exercise

20.23 Bonnie has a child, Ellie, who is 4-years old. Bonnie works full-time and Ellie is at a babysitter all day. Bonnie and Ellie play and go to the laundry mat on the weekend. The apartment does not get cleaned very often because Bonnie likes to watch TV in her spare time. Which personal resource management strategies need to be adjusted?

a. money
b. exercise
* c. time
d. diet

21.11 A person usually works for

a. social, economic, personal reasons.
b. personal, political, economic reasons.
c. demographic, social, economic reasons.
d. societal, personal, political reasons.

21.21 An individual working for self-expression and satisfaction is probably motivated by

a. social reasons.
b. economic reasons.
c. personal reasons.
d. political reasons.

21.22 An individual who enjoys working because he/she is around other people is probably motivated by

a. economic reasons.
b. political reasons.
c. demographic reasons.
* d. social reasons.

22.11 The expectations of a particular job including number of work hours, work schedule, physical and psychological conditions, travel, and relocation are defined as work

* a. demands.
b. commitments.
c. influences.
d. development.

22.31 The hours spent at work usually do not influence personal and family life in the area of

a. time spent with family.
b. amount of individual energy.
c. conflicts in schedules.
* d. adjustment to surroundings.

23.21 A common benefit provided by most employers is

a. employee assistance.
b. job sharing.
c. elder care.
* d. insurance.

23.12 Martha comes in at 7:00 a.m. and works until 4:00 p.m. Julia arrives at 8 a.m. and works until 5:00. This is an example of

* a. flexible work schedules.
b. job sharing.
c. paid family leave.
d. employee assistance.

24.11 Mark and Julia are both working and have two pre-school children. The type of benefit probably most important to them at this stage of the family life cycle would be

a. sick leave.
b. paid vacation.
c. savings and retirement.
* d. child care options.

24.11 A company that offers a cafeteria plan to their employees is allowing employees to

a. be served lunches in the company cafeteria.
b. plan their break schedules.
* c. select their own benefits.
d. select their own work hours.

24.12 Peter is single and wants to work while finishing his education. The benefit most important for him would be

a. retirement plan.
* b. flexible work schedule.
c. sick leave.
d. insurance.

24.21 Employer supports and benefits indirectly contribute to a family's

a. expenses.
* b. income level.
c. responsibilities.
d. conflicts.

25.11 A Federal Government program that pays benefits to individuals and their families when they become severely disabled or die is called

a. Workman's Compensation.
* b. Social Security.
c. Fair Labor Standards Act.
d. Pension and Welfare.

25.12 An administration created to encourage employers and employees to reduce workplace hazards is known as the

a. U.S. Department of Labor & Health.
b. Hazardous Chemicals Administration.
c. National Labor Relations Act.
* d. Occupational Safety and Health Administration.

25.13 A bill that would allow individuals to take time off from their jobs to care for ill parents without risk of losing their jobs is called

a. Equal Employment Security Commission.
* b. The Family & Medical Leave Act.
c. Occupational Safety and Health Bill.
d. Social Security Act.

25.21 A benefit to individuals provided by Social Security is

a. full income at retirement.
b. health insurance at retirement.
* c. disability income.
d. protection against loss of job.

25.22 Child labor laws were enacted to

* a. protect children from being exploited by employers.
b. guarantee children an income.
c. encourage employers to hire youth.
d. discourage employers from hiring youth.

29.11, 29.21 Indicate whether each variable in Column A is family related or NOT family related. Use the letters in Column B to record your answer. Each answer in Column B may be used more than once.

	Column A	Column B
B	_____1. friends	A. family-related variable
A	_____2. birth order	B. variable NOT related to the family
B	_____3. media	
B	_____4. school	
A	_____5. social class	
A	_____6. religious affiliation	

30.11 Gary meets the deadlines for his job. What quality important to work does Gary demonstrate?

* a. responsible, dependable, and reliable
b. ability to accept criticism
c. accurate and concerned about quality
d. poised and tactful

30.12 Diana works as an Assistant Director at a day care center. One of her responsibilities is to set work schedules each week. Two people called in sick so Diana arranged for substitutes. What quality important to work did Diana demonstrate?

a. honest and conscientious
b. able to accept criticism
* c. adaptable and resourceful
d. pleasant, cheerful, and friendly

30.31 Family life has NO influence on

a. attitudes toward work.
b. school performance.
c. career goals.
* d. workplace expectations.

30.32 Which of the following is NOT an important influence on an individual's attitude toward work? His/her

* a. physical characteristics.
b. family traditions and attitudes.
c. accomplishments in school.
d. previous experience in the workplace.

31.11 Which of the following is a skill the sender uses in effective communication?

a. listening carefully
* b. organizing thoughts
c. looking around
d. asking for repetition

31.12 Conflict may occur during communication by

* a. having congruent verbal and non-verbal messages.
b. using words that are understood.
c. asking for feedback occasionally.
d. checking to see if the message was understood.

31.13 Verbal communication is

a. body language.
b. facial expressions.
c. hand gestures.
* d. the spoken word.

31.21 Don and Cindy are co-workers. They have different points of view about a problem but want to come to a decision. Cindy is telling Don about a method to use both their ideas. Don is thinking about how to rework Cindy's original plan into his solution. What RECEIVER skills is Don NOT using?

* a. Listening carefully and checking to see if he understands the message.
b. Organizing his thoughts and listening carefully.
c. Speaking clearly and looking at Cindy.
d. Asking for repetition and using words Cindy will understand.

31.22 Tracy was eager to do her job correctly. She met with her supervisor and a new task was outlined. She took notes on everything her supervisor said. Later that week when she met with her supervisor, she had arranged for a meeting on the wrong date with the wrong people. What SENDER skills did Tracy's supervisor probably NOT use?

a. Speaking clearly and looking at Tracy.
b. Using words Tracy understood and listening carefully.
* c. Making sure the message was understood and asking for feedback.
d. Looking at Tracy and making sure the message was understood.

32.11 The first step in conflict resolution is

a. listing possible solutions.
b. taking action.
c. selecting the best solution.
* d. defining the problem.

32.12 Bagging, in conflict resolution, means

* a. storing anger rather than dealing with conflict as it occurs.
b. mocking or belittling others with harsh words.
c. releasing anger by shouting, crying, or stomping feet.
d. removing self physically or mentally from the conflict.

32.13 A constructive means of handling conflict is

* a. focusing on the issue.
b. mocking others.
c. proving who is right.
d. shouting at others.

32.21 Conflict resolution at the workplace is important because

a. one individual can change the behavior of another.
b. it determines the only solution to a problem.
* c. it promotes better understanding among fellow workers.
d. conflict is bad for working relationships.

33.11 Maintaining an employee-employee relationship is based upon

a. rewards.
b. power.
c. competition.
* d. respect.

33.12 Which is NOT a skill involved in developing interpersonal relationships?

a. showing concern
* b. seeking power
c. having empathy
d. being courteous

33.21 Employer/employee relationships are similar to a relationship between

a. sibling-sibling.
* b. parent-child.
c. co-worker-co-worker.
d. child-friend.

33.22 Which of these best summarizes the importance of interpersonal relationships in the workplace?

* a. The ability to relate well is necessary to keep a job.
b. The emphasis should be placed on gaining power.
c. The relationships are unstructured.
d. Relationships are unimportant to accomplish work goals.

34.11 The majority of household tasks are performed

a. daily.
* b. weekly.
c. bi-weekly.
d. monthly.

34.12 A typical responsibility associated primarily with child care is

a. cleaning the bedroom.
b. washing clothes.
c. preparing meals.
* d. attending activities.

34.21 In many families today, who typically is responsible for the majority of household and child care responsibilities?

a. husband
* b. wife
c. child
d. outside help

34.22 Nadine and Sam both work full-time in positions that pay well. Their two children are away at college. Their jobs require some travel out of town and when they are together they like to play cards with friends, go to a movie, or go bicycling. They take pride in their home, yet neither one likes doing the yardwork. Which of these is the best solution for satisfying both Nadine and Sam?

a. Share the yardwork.
b. Have their children do it.
* c. Hire a lawn service.
d. Ignore the yardwork.

35.11 Taking responsibility for a task means

a. making it easier to do a task.
b. sharing a task with someone else.
c. assisting someone with a task.
* d. being accountable for a task's completion.

35.12 Meg usually prepares the meals for the family. She is working late for the next two nights. Her son, Gordon, offered to heat up the leftover casserole one night and grill hamburgers the next night. Gordon is

a. using outside help for meal preparation.
b. adjusting expectations about meal preparation.
c. assuming responsibility for meal preparation.
* d. helping with meal preparation.

35.21 What is the relationship between single-parent families and household and child care tasks?

a. Children do not have to adjust their roles.
b. There are fewer tasks so sharing is unnecessary.
* c. Single-parents have the major responsibility for home and children.
d. Single-parent families do not have the same tasks to do as two-parent families.

35.31 What effect does the age of children have on redefining roles and balancing work and family conflicts?

a. Children can assume responsibility for tasks when they are able to follow simple commands.
b. Parents should assume responsibility for tasks in the household no matter how old the children are.
* c. Young children cannot assume responsibility for tasks because they do not have the skills necessary.
d. Young children can assume responsibility for cleaning their rooms.

36.11 How does INCREASING the amount of time a teen spends performing tasks in the home impact the family?

a. Increases the number of tasks for which a parent is responsible.
* b. Increases the number of tasks that can be accomplished.
c. Decreases the family's satisfaction.
d. Develops new skills in siblings.

36.21 Which is a factor contributing to family satisfaction?

a. arguing among family members
* b. seeking help with problems
c. laughing at each other
d. spending little time together

36.22 Having a strong sense of family means

a. establishing a permanent role definition.
b. making decisions independently.
c. having healthy members.
* d. expressing affection for one another.

37.11 The reciprocal relationship between work satisfaction and family satisfaction is best defined as the

* a. influence of family satisfaction and work satisfaction on one another.
b. spread of dissatisfaction from one aspect of work to another.
c. influence of work satisfaction on work accomplishments
d. spread of satisfaction from one aspect of family life to another.

37.21 Negative spillover from work to family results from

a. moderate levels of involvement at work.
b. lack of time for self.
* c. excessive work demands.
d. friendships at work.

37.22 Positive spillover from family to work results from

a. permanent role definitions in the family.
b. friendships at work.
c. dependents needing extra care.
* d. a supportive home environment.

Appendix B

Suggested Teacher and Student Resources

LIST OF SUGGESTED RESOURCES FOR PURCHASE

1. Bureau of National Affairs, Inc. (1986). Work and family: A changing dynamic. A BNA Special Report. Washington, DC: Author.

# of copies	Per copy
1-5	$40.00
6-10	$36.00
11-25	$34.00
26-50	$32.00

The cost of this special report may be prohibitive but the book offers valuable information for teachers. Much of the report is devoted to labor force and private sector initiatives in helping families balance their work and family commitments, as well as views from many experts on the direction for public policy.

2. Cullen, M. T. (1987). ILR Report. New York State School of Industrial and Labor Relations. Ithaca, NY: Cayuga Press. Editorial Offices: Room 194, Ives Hall, Cornell University, Ithaca, NY. 14851-0952. Telephone: 607-255-6513.

# of copies	Per copy
1-4	$5.00
5 or more	$4.00

This report contains several articles which are used as additional resources in the work/family curriculum lessons. It is highly recommended as a teacher resource. The teacher may wish to purchase more than one copy to allow students an opportunity to read some of the articles concerning working parents and The Family and Medical Leave Act.

3. Henderson, G. (1985). Dimensions of life: A book about self, family, work. Cincinnati, OH: Southwestern.

This source is probably the best available student textbook on balancing work and family life. Many chapters in this text are used as additional resources in the lessons.

4. Kamerman, S. B. and Kahn, A. J. (1987). The responsive workplace: Employers and a changing labor force. New York: Columbia University Press.

This book is recommended as a teacher resource. It features the employers response to the needs of America's families and labor force.

5. Voydanoff, P. (1987). Work and family life. Newbury Park, CA: Sage Publications, Inc. Editorial Office: 2111 West Hillcrest Drive, Newbury Park, CA 91320. Telephone: 800-499-0721. $9.95 per copy.

   This book examines the benefits and constraints in the changing patterns of work and family life, discusses their implications for individuals, families, and work organization in contemporary society; it is recommended as a teacher resource.

6. Campbell, R. and Thompson, M.J. (1987). Working: Today and tomorrow. St. Paul, MN: EMC.

   This textbook is recommended as a student resource if you do not have a textbook that relates to the work world.

The following United States Department of Agriculture (USDA) publications are available to the public free of charge. The teacher may write for these resources which will be used for lesson number 19 in Unit 2. They are available from the USDA or County Extension Service offices in Iowa.

United States Department fo Agriculture
Human Nutrition Information Service (HNIS), Room 360
6505 Belcrest Road
Hyattsville, Maryland 20782

Dietary Guidelines for Americans, (1986). Home and Garden Bulletin number 232-1 through 232-6.

The following government organizations provide pamphlets or booklets of information available to the public at no charge. The teacher may call or write for these resources which will be used for lessons 25, 26, and 27 in Unit 3.

1. U. S. Department of Labor
   Employment Standards Administration
   Wage and Hour Division
   643 Federal Building
   210 Walnut Street
   Des Moines, Iowa 50309
   515-284-4625

   Minimum Wage law; Fair Labor Standards Act; Employment Standards for 14 and 15 year-olds.

2. Department of Health and Human Services
Social Security Administration
Room 293 Federal Building
210 Walnut Street
Des Moines, Iowa 50309
515-284-4500

The Social Security Act; How it works; Retirement; Disability; Medicare; Survivors; Financial planning; Factsheets; History of Social Security; Estimating your check.

3. U. S. Department of Labor
Pension and Welfare Benefits Administration
St. Louis District Office
210 N. Tucker Blvd. Room 570
St. Louis, Missouri 63101
314-425-4691

Pension Law; What small businesses need to know; Employment Retirement Income Security Act (ERISA).

4. Equal Employment Opportunity Commission
310 West Wisconsin Ave. Suite 800
Milwaukee, Wisconsin 53203-211
414-291-1111

Sex discrimination; Pregnancy Discrimination Act; Age discrimination.

5. Occupational Safety and Health Administration
1000 East Grand Ave.
Des Moines, Iowa 50319
515-281-8932

Occupational Safety and Health Administration; Handbook for Small Businesses; All about OSHA.

6. U. S. Senator Charles Grassley
721 Federal Building
Des Moines, Iowa 50309
515-284-4890

U. S. Senator Tom Harkin
733 Federal Building
Des Moines, Iowa 50309
515-284-4574

Copies of federal bills or laws; The Family and Medical Leave Act.